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ABSTRACT

In view of the facts that career education has entered the threshold of the educational system and that relatively little has been done beyond some preliminary planning at the graduate teacher education level, a workshop was conducted addressing the problem of student, planning, and implementation needs of career education and their implications for graduate teacher education personnel. The graduate level was chosen because, though it is a small facet of the educational system, it is an important and influential leadership area within the system. The report on the national workshop: provides a record of participant recommendations and suggestions regarding career education personnel development, relates the career education concepts, needs, and problems for leadership personnel in graduate teacher education, and provides a reference resource to leadership education personnel at all levels. Workshop discussion centered on papers presented by Louise Keller, Terrel Bell, and Grant Venn. Abstracts of the papers are included in the report together with criticisms, questions, and summaries. Materials relating to the workshop's organization and the full text of the papers are appended in the final three-fifths of the document. (Author/AG)

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IMPLICATIONS OF CAREER EDUCATION FOR UNIVERSITY PERSONNEL IN GRADUATE TEACHER EDUCATION

Based upon Findings from

The National Workshop in Career Education Personnel
Development for Graduate Teacher Education

May 29-30, 1974

Sponsored by

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

under Grant Number OEG-0-72-0055 (725)
The United States Office of Education

June 30, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Preface

This report has been prepared by The Center for Vocational Education at The Ohio State University in partial fulfillment of the terms of USOE grant OEG-0-72-0055 (725), which provided for sponsoring a national workshop for career education personnel development in graduate teacher education. Data from the workshop have provided the basis for this report.

Purposes of this report include (1) providing a record of the participant recommendations and suggestions (as well as their analysis) to graduate teacher education regarding career education personnel development; (2) relating the implications of career education concepts, needs, and problems for leadership personnel in graduate teacher education; and (3) providing a reference resource to leadership education personnel at the local, state, and national levels.

Whereas the entire proceedings of this workshop may have limited use for dissemination purposes, it is believed that the section regarding implications may have wide dissemination value.

Acknowledgements

Appreciation is extended to Doctors Louise Keller, Terrel Bell, and Grant Venn for their contributions of three papers to the National Workshop in Career Education Personnel Development for Graduate Teacher Education. The papers provided a common data base for discussion among workshop participants and project staff.

Special recognition and thanks are given to Ms. Muriel Shay Tapman, Project Officer of USOE, who has faithfully assisted the project staff throughout this effort.

The assistance given by others of USOE is also appreciated. The project staff gratefully acknowledges Dr. Kenneth B. Hoyt, Dr. John Lindia, Dr. Duane Nielsen, and Mr. Terry Newell for their interest and assistance throughout.

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I.
Introduction

Rationale

Our nation in the fifties, sixties, and seventies has been challenged with social, economic, political, and educational criticism, problems, and issues which basically probe the quality of life and living. Many of the quality-of-life issues seem to stem from and surround the fact that in a rapidly changing society, individuals and groups, including organizations and institutions, have difficulty in adapting to and coping with rapid change. Inability to respond rapidly to change in one area (for example, education) tends to cause severe repercussions, actions, or reactions in other aspects of life or living such as economic, political, and social. The reverse is also true.

The seeking of meaning in life's experiences permeates the lives of all ages: youth seeking a voice in society, demands of minorities seeking equitable participation, the aged in search of respect and useful social roles, disenchantment of some adults with work, disillusionment of some youth with education, and many others. Responsibility for orchestration of change in all facets of living, including planning for the future, does not lie totally within any one part of the society--each must assume its share of responsibility, jointly and in perspective.

It is the linkage of social, political, and educational aspects of living which can enhance meaning in life. A prime task of education is to enhance this ability to help make the individual sensitively responsive to change in his environment--one that is ever changing.

Education is not just intellectual but rather involves change in the "whole" individual. It results from interaction between the individual and his environment. An important role of education is to help the individual cope with real-life experiences and strengthen one's ability to anticipate and adapt to change. The learner must have opportunity to do more than acquire knowledge, understandings, and skills; he or she must be provided opportunities in education to apply theory to practice. Toffler refers to this type of learning-education as action learning wherein there is provision ". . . to offer credit . . . through participation in real work, in business, in community political organizing, in pollution-control projects, or other activities."[1]

Historically, we have built a false separation between work, learning, school, community, and the like; furthermore, we have within school and education compartmentalized and specialized to the point of segmenting learning and the learner, increasingly more and more as he progresses longitudinally in the system.

Traditionally in education we have emphasized the importance of the past, many times to the exclusion of the present and future. The importance of the past certainly is not demeaned in the total consideration of life and its demands; it is the imbalance of emphasis of past, present, and future in learning and education which can feed disenchantment and nurture meaninglessness in life.

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[1] Alvin Toffler, "The Psychology of the Future," Learning for Tomorrow--The Role of the Future in Education. New York: Vintage Books, 1974, p. 14.

It is in this context of change, criticism, and the many efforts by youth and adults of our society to improve the quality of life and education, that this career education report has been prepared and is presented. It is recognized that, although graduate teacher education is but a small facet of the educational system, it is nonetheless an important and influential leadership area within the system.

Definitions

What is career education? Career education is viewed as an alternative approach in education, to improve what is, to prepare its constituents (youth to the aged) for planning what ought to be, to provide reality learning experiences, and to give meaning to life as well as to provide experiences for learning respect for and worth of the individual.

Although a standardized definition of career education has not been coined, for purposes of this discussion, the following is given. Career education is ". . . all of those activities and experiences through which one learns about work."[2] Work is defined by Kenneth Hoyt as the conscious effort aimed at producing benefits for oneself and/or for oneself and for others. Work or effort makes no distinction in the meaning of homemaking, music, law, or bricklaying. All are work. He also defines career as the totality of work of an individual during one's lifetime. Since career extends throughout a lifetime, it follows that career education should be available to the very young (prior to kindergarten), continuing into retirement. Education, too, is considered a lifelong process even though "opportunity to all" is limited after high school.

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[2] Kenneth Hoyt, "Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences." Columbus: The Center for Vocational and Technical Education and The Graduate School, The Ohio State University, 1973-74, p. 6. (Dr. Kenneth Hoyt is Associate Commissioner of Education in USOE and Professor of Education at the University of Maryland.)

Criticisms

The emphasis upon probing for quality of life during the past three decades implies the need for searching for quality and relevancy in education. Career education is looked upon by its proponents as responding to many serious educational and societal problems. Career education has not been without its critics; common criticisms include "a concept in search of a definition," "watering down of academic excellence," "subversion of American education to the designs of industrial and technological manpower needs," "ignores humanistics goals," "tends to repress minority desires to climb the career ladder," "steals badly needed monies from vocational education," and the like. As pointed out in a publication of the National School Public Relations Association,

> The facts are that career education has deep roots in some basic philosophical tenets of American education, that many states and local school districts are already moving to refocus their entire educational program toward the concept, and that many educational

> leaders are thoroughly convinced that career education--if defined thoughtfully and implemented carefully--is indeed the new look for the nation's schools.[3]

Status and Implications

Career education does represent a response to contemporary concerns of the general public--students, parents, educators, business, industry, labor, minorities, disadvantaged, professionals other than educators, and the like. Complaints or concerns range all the way from the disconnectedness of school and society (lack of relevancy) to internal problems (transition from elementary to secondary to post-secondary education or work; need for humanizing education; etc.). Career education does place emphasis upon school-society partnerships for purposes of instruction and employment throughout life. Curricula of schools (elementary, secondary, and post-secondary) can no longer be limited to a study of the disciplines; rather, they must be oriented to solving individual and societal problems.

As one response to the need for educational reform, career education is an action approach that needs not wait for completion of research before undertaking it. Granted, research is needed; however, a national survey conducted in mid-1973 by the National School Public Relations Association revealed that

> . . . slowly but surely, here and there, state and local funds are being allocated to the effort, new kinds of education-industry-business-labor partnerships are being formed, school laws and regulations are being re-written, career-oriented instructional materials are

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[3] "Career Education: Current Trends in School Policies and Programs." Arlington, Virginia: National School Public Relations Association, 1974, p. 6.

> being produced, interdisciplinary teams of teachers are being trained as "managers of learning" rather than classroom lecturers, and basic attitudes about education are changing.[4]

It was also revealed that in-service and preservice teacher education activities vary from (1) states which have conducted extensive career education workshops involving hundreds of teachers with active participation of teacher-training institutions to (2) those which have done little more than to develop general career education goal statements which have been disseminated in teacher newsletters. Approximately ten states have already made strong commitments to the career education movement; in others, state commitment appears in direct proportion to the amount of federal dollars received.

Justification

As one considers the status of the career education movement, it becomes relatively apparent that there is greatest involvement thus far at the kindergarten through twelfth grade levels. At these levels, there have been experimentation and implementation--(1) for students and (2) with inservice experiences for teachers and administrators. Teacher education personnel from institutions of higher education may or may not have had any involvement with public school personnel in preparing staffs for career education as they plan for their students' career education experiences. From the literature (surveys available, development of an annotated bibliography in career education personnel development, and data explored through work with USOE, University of Nebraska, North Carolina State University, and Ohio State University personnel in a consortium), it seems that there is activity with some of the major career education concepts in community colleges--open-entry/open-exit, meeting educational needs of adults in the community, lack of separation of academic and vocational faculties. In other words, many of the principles for which they stand are quite compatible with those of career education; and community colleges can very well set the pace in career education among the educational institutions beyond high school. There are a few four-year teacher education institutions who may have added a career education course for orienting teachers in career education. A few institutions of higher education (among the seventy-five institutions represented at the National Conference for Deans of Education and the National Conference for Professors of Educational Administration conducted in the spring of 1972)[5] have begun some preliminary planning for career education preparation in teacher education. The state of Michigan, for example, has involvement (at planning level in preparation for implementation) through state university consortia resulting from legislation. A multi-disciplinary approach is used at the planning level in Michigan teacher education.

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[4] *Ibid.*, p. 37.

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[5] See follow-up study entitled, "Follow-up Survey Report on National Conferences on Career Education." Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, September, 1973.

Because of (1) the relative lack of involvement of graduate teacher education institutions to-date in preparation of personnel for career education--both preservice and in-service; (2) the amount of activity in the career education movement throughout the nation for grades kindergarten through twelve; and (3) the recognized need for communication, planning, and interaction among graduate teacher educators, other higher education personnel, teacher education students, business/industry/community persons, community college personnel, and proprietary school personnel; a two-day invitational workshop was conducted on May 29-30, 1974. The national workshop was held for the purpose of identifying career education needs of graduate teacher education students and considering the higher education problems encountered (or to be encountered) in attempting to meet those needs. In turn, these data provide the basis for clarification of the implications of the needs and problems identified, for personnel/faculties of graduate teacher education institutions. It is planned that the workshop proceedings and findings will have dissemination value as follows:

(1) The entire report will be of interest and assistance to local, state, and national personnel who have kept informed about career education throughout its development over the past four years.

(2) The implications section of the report will be of particular interest and assistance to personnel of institutions of graduate teacher education.

The Problem

The problem to be addressed, therefore, has both general and specific qualities. In spite of recognized problems, such as lack of clear conceptualization and direction, the vast numbers of needs in the movement (which have implications for review of the financing of career education, professional differences between academic and vocational personnel, factions of the counseling field, universities and community colleges), and the like; significant evidence points to the fact that career education is a major thrust in re-direction of planning and implementation of education in our nation.

Accepting the facts that career education definitely has entered the threshold of the educational system and that relatively little has been done beyond some preliminary planning at the graduate teacher education level, it was agreed to address the problem of student, planning, and implementation needs of career education and their implications for graduate teacher education personnel.

Constraints

Specific constraints related to solving the problem include the following:

1. The time-frame remaining at the time project staff were requested and permitted to conduct the workshop was extremely short to (1) plan for the workshop, (2) prepare the papers, (3) revise the papers prior to dissemination, (4) conduct the workshop, (5) analyze the data, and (6) write the final documents for the project.

2. Varied and diverse backgrounds regarding basic understandings of career education on the part of participants presented concern.
3. Limited funds remaining in the project affected the nature of what could be carried out and the length of time for collecting data in the workshop.
4. Timing of the workshop as related to university schedules for spring made acquiring participants most difficult.
5. Designing activities which would complete the project scope of work as agreed to with the Grant Awards Office made planning difficult.

Assumptions

In addition to the constraints listed, certain assumptions and beliefs are basic to plans that were made. They include the following.

1. There is need to provide opportunity for interaction among the various personnel carrying out preparation responsibilities and affected by the preparation. In other words, it is assumed that if planning involves all concerned, implementation can be carried out more effectively than if all are not involved. The application of this planning tenet provides the beginning of in-service education for all staff.
2. Career education embraces all ages--the very young to those in retirement.
3. Work implies productivity--whether paid or unpaid.

4. Graduate teacher education as related to career education personnel development must be considered in the context of graduate education.
5. Career education is viewed developmentally; therefore, graduate teacher education must consider the developmental implications for personnel development in career education.
6. Personnel resources for implementing career education at all educational levels are available within communities and are not limited only to those in formal education; therefore, it is essential to involve all resource personnel needed in implementation at the planning level.
7. Career education requires preparation of personnel with career information, career information sources, counseling skills, and career development theory which are not usually provided in traditional teacher education preparation programs; therefore, most teachers, administrators, and counselors who face planning and implementation of career education need in-service education.
8. Some materials developed for in-service preparation for career education personnel development are also appropriate for preservice preparation, since most teachers in the field have not previously had involvement with career education in their preservice preparation.

9. Although much research is still needed in all areas of career education, planning and implementation in graduate teacher education should not be postponed until further research is completed. Enough is known of its relative worth to youth at elementary and secondary education levels to warrant installation of career education personnel development efforts in graduate education programs.
10. There are relationships among education, work, and the various individual lifestyles to warrant providing opportunity for career education experiences for all in order to improve each individual's capability of adapting to societal change and making meaningful, satisfying choices.

The previous assumptions outlined are not comprehensive but rather represent the major ones believed to have major influence upon implementation of the remaining tasks of this project.

General Objectives

Resulting from consideration of the purpose, the problem, the constraints, and the assumptions described herein, six general objectives evolved. They include the following.

1. To prepare papers to provide a kind of common data base for workshop participants in their career-education-personnel-development-rela[illegible]iscussions.

2. To provide the setting for the interaction of graduate teacher education students and representative leaders and decision makers for graduate teacher education (those having vocational, academic, or career education roles) to consider what, who, why, and how to plan and/or implement career education in graduate teacher education. Note: An effort was made to include a representative sample which was comprised of both advocates and non-advocates (adversaries and those uninformed) of career education.
3. To analyze discussion data generated through interaction, and synthesize analyzed and summarized data from the various sources.
4. To identify the implications that the workshop findings have for personnel in graduate teacher education institutions.
5. To encourage dissemination (as appropriate) of papers, workshop data, findings, and implications related to career education personnel development in graduate teacher education institutions.
6. To provide teacher education program planners, staff development personnel, USOE career education leaders, state department of education personnel, and others who have leadership responsibility in the preparation of personnel in career education efforts in graduate teacher education institutions with current thinking in the field regarding personnel development in career education for graduate teacher education.

The preceding section is intended to provide a brief introduction (rationale, definitions, criticisms, status and implications, justification, the problem, constraints, assumptions, and general objectives) to the reader and a basis for understanding the sections which follow. Sections which follow include (1) methodology and procedures, (2) presentation of data and data analysis, (3) workshop evaluation, (4) data summary, (5) implications for personnel of graduate teacher education institutions, and (6) appendices.

II.

Methodology and Procedures

Within the constraints outlined and the assumptions made herein, the following procedures and methods are utilized for purposes of reaching the general objectives identified for studying the problem. It is recognized that there were other procedures available; however, these were chosen because of the resources available at this point in time.

Initially the project staff developed the list of objectives to complete the scope of work. More specific objectives were described for preparing the papers prior to the workshop and for conducting the workshop. See Appendix A'.

Guidelines for writing three information analysis papers to be prepared prior to the workshop and for use therein, were developed. The guidelines included (1) objectives for preparation of the papers, (2) objectives for reviewing the papers, (3) procedures for writing the papers, (4) form and style suggestions, (5) suggested guide for outline of paper, (6) agreement for services form, and (7) agreement addendum. See Appendix B'.

Criteria for selection of authors for three papers to be written prior to the workshop and for workshop participant critique were outlined. Criteria were also developed for selection of workshop participants and for selection of reviewers of the papers, if time permitted. Time constraints did not permit completion of the reviewers' contributions. See Appendix C' for all three sets of criteria. Objectives, guidelines, and criteria of Appendices A', B', and C' were approved by USOE staff.

A list of prospective authors was compiled with the assistance of USOE officials. Matching of prospective authors with specific paper substance or task was done. Agreement was reached with three authors for writing of the three papers. Assignments were as follows:

> "A Proposed Conceptual Framework for Career Education at Post Secondary Level" by Louise Keller
>
> "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education" by Terrel Bell
>
> "Identification/Analysis of Problems Encountered in Planning/Implementing Career Education Programs in Graduate Teacher Education Institutions" by Grant Venn

Papers were to be written by May 20, 1974, in order that they could be distributed to participants for their review prior to coming to the workshop.

Participants were selected and invited by telephone. Confirming letters, guidelines for critiquing the workshop papers, corresponding forms for recording critique notes, and copies of the three papers were mailed to all participants. A preregistration form and guidelines for travel expenses were also mailed. See Appendix D'.

Extensive planning and preparation for the workshop included (1) development of a master plan which includes objectives, agenda, experiences planned for implementation, resources, and project staff assignments. From that master plan, the overall workshop objectives; the agenda; the workshop evaluation; questions for group interview and discussion; planning for lodging, transportation, the reception, group luncheons, and the like; and preparation of the participant list ensued. See Appendix E'.

It should be noted that in the agenda, time was set aside for evaluating experiences for purposes of adjusting the agenda and/or the means for carrying out the workshop. Because one of the three small groups was having some difficulty functioning as a group, the staff decided to conduct discussion in one group throughout the remainder of the first day.

Group critiques of the three papers (See Appendix D') were conducted the first day of the workshop. The agenda for the second day was modified to permit participants to select from among ten workshop tasks (according to individual interest) to discuss their solutions to the task posed. See Appendix F' for the list of tasks.

Participants were invited to send or bring brochures or materials relating their institutional or individual involvement with career education preparation. Copies of each were made for distribution among participants. See Appendix G' for copies of these materials.

When participants arrived, they were provided with registration packets which included name tags, workshop objectives, workshop agenda, participant list, expense forms, and workshop evaluation forms with self-addressed return envelopes. Evaluation forms were to be completed after the workshop and returned the following week. See copy of evaluation form in Appendix E'.

The program for the workshop was basically two-phased: (1) group critiques of each of the three papers, and (2) small group interest sessions focusing on tasks or problems. Data for both phases of the program are presented and analyzed in the next section.

Sources of Data

Data were collected from tapes of participant sessions, recorders' reports of group sessions, participant critiques (individual), marginal notes of participants made on papers for critiquing, and of course, the papers.

Methodology

Steps in preparing data for analysis include the following:

1. Transcribe tapes; type reports and notes.
2. List linearly substantive ideas, criticisms, problems, concepts, questions, needs, voids, illustrations from all sources of data (taped transcriptions, marginal notes of papers, recorders' reports, etc.) for each paper and for workshop tasks selected and discussed.
3. Organize listing in (2) under common categories for each session (each of three papers and each task session).
4. Analyze and summarize findings for each session (each paper and each task selected).
5. Tally, analyze, summarize data from workshop evaluation forms returned.

(6) Summarize all data--workshop overall.

(7) Determine implications of findings for university personnel in graduate teacher education.

Information so far provided within this section on methodology and procedures has been briefly described (1) to enable the reader to understand how planning and implementation have been carried out, where data came from, how data was collected, processed, and analyzed; and (2) to make available in the appendices copies for study of planning materials that may be of assistance to others who may be planning workshops.

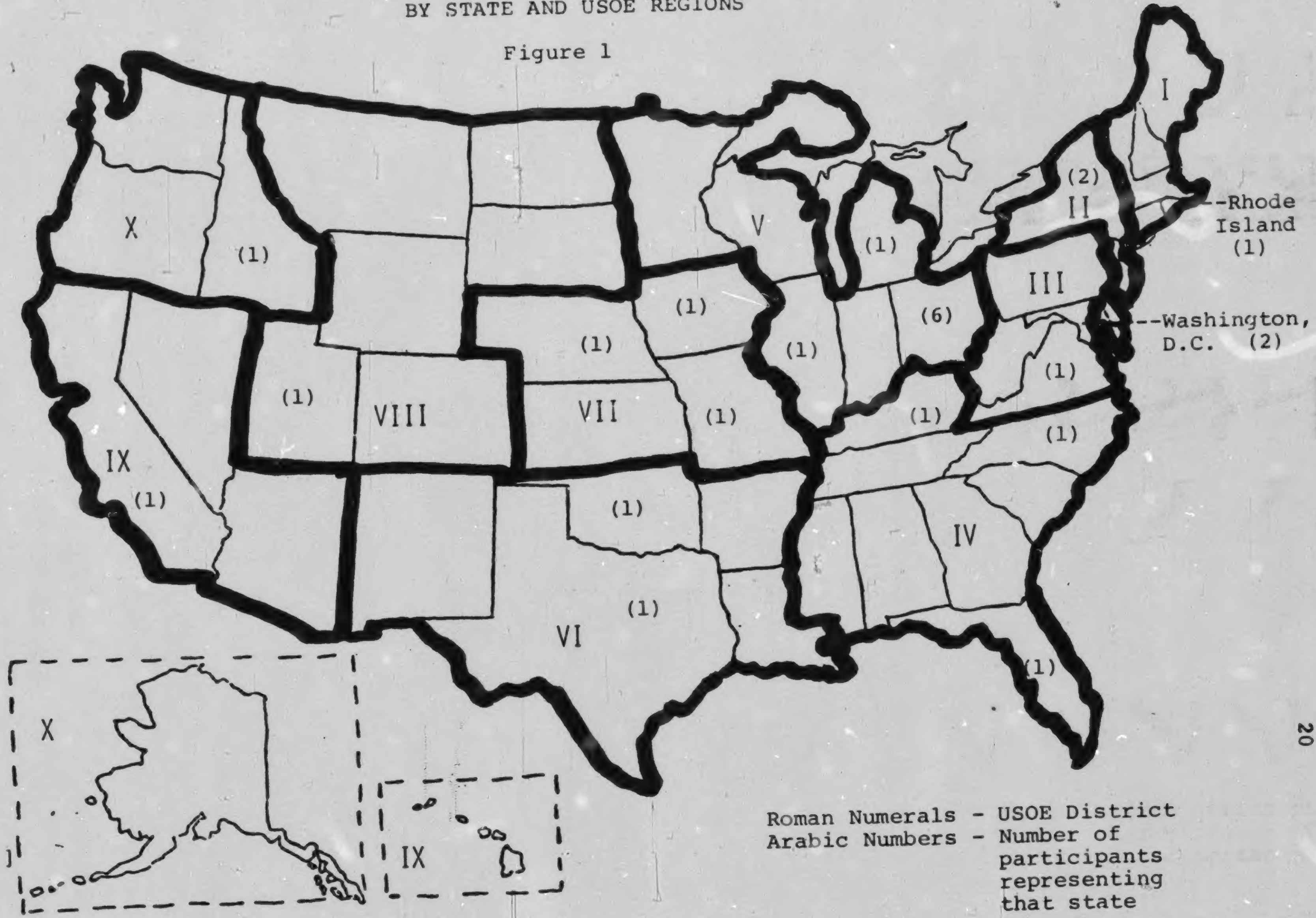
The closing part of this section will provide the reader with demographic data which enable one to know significant characteristics of the group of workshop participants.

Workshop Participant Profile

Twenty-five participants from seventeen states and the District of Columbia attended the National Workshop for Career Education Personnel Development in Graduate Teacher Education. Figure 1 shows the states within each of the ten USOE regions represented by participants. Workshop participants were representative of the following groups: graduate teacher education faculties, business/industry management, graduate teacher education students, two-year post-secondary institutions, and professors other than educational professors, Ohio State Department of Education, and USOE personnel. Teacher education participants (both faculty and students) represented diverse

REPRESENTATION OF WORKSHOP PARTICIPANTS
BY STATE AND USOE REGIONS

Figure 1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IX

Roman Numerals - USOE District
Arabic Numbers - Number of participants representing that state

disciplinary areas. The names and institutions/agencies with which each participant is affiliated are listed in Appendix E'.

It should be noted that the eighteen teacher education institutions represented in this workshop were representative of the original seventy-five institutions which participated in the National Conferences for Deans of Colleges of Education (April, 1972) and for Professors of Educational Administration (May, 1972) at CVTE in Columbus, Ohio. Five of the participants in this workshop also attended one of the previously named conferences.

A maximum of eighteen participants responded (totally or in part) to the demographic items on the workshop evaluation form. Of the total twenty-five workshop participants, 76 percent were males and 24 percent were females. Forty-one percent of the participants were thirty-five years old or under, while 24 percent were between the ages of forty-six and fifty-five.

The majority of responding participants had received over eighteen years of educational preparation, and all respondents had received at least fourteen years of educational preparation. The high level of educational preparation is not unusual inasmuch as the majority of the participants represented were doctoral graduate students and faculty representatives having doctorate degrees. Thirty-three percent of the participants responding had had over fifteen years of teaching experience and 7 percent had had but one year of teaching experience; therefore, all participants responding had at least one year of teaching experience.

Participants indicated experience in work other than teaching, such as sales, retailing, research, real estate, journeymanship, and others. All respondents had had at least two years of work experience other than teaching experience; a majority had had five years of non-teaching experience. Figures displaying this and other data collected in the demographic section of the evaluation instrument may be found in Appendix H'.

Those vocational interests/areas which individual participants held and which respondents felt had work implications included the following: music, gardening, sports, and community activities. These and other vocational interests/areas with work implications are also listed in Appendix H'.

III.

Presentation of Data and Data Analysis

Data for analysis, presented herein, have been collected from a number of sources which include (1) abstracts of each of three papers, (2) group critiques of participants (taped sessions), (3) recorders' reports, (4) notes of some individual critiques of papers, and (5) small group task reports and tape transcriptions. No attempt was made to bring consensus or agreement among participants of the workshop; rather, all were encouraged to contribute and listen to discussion, each respecting the opinions of others, in order to gather many ideas, opinions, and understandings. The group interaction functioned to stimulate thought and to clarify ideas.

For brevity, abstracts of each of the three papers written for participant study prior to coming to the workshop are provided. The texts of the three papers are in Appendix D' and may be read in their entirety. Data are presented herein in the following order; viz., (1) conceptual framework abstract and critique data, (2) abstract of career education needs of students in graduate teacher education and critique data, (3) abstract of problems encountered by graduate teacher education institutions in planning and implementing career education and critique data, and (4) tasks considered by small interest groups.

The following is the abstract of the proposed conceptual framework developed for post secondary level and the data generated by interaction among the workshop participants.

* * * *

Abstract of Louise Keller's Paper Entitled "A Proposed Conceptual Framework for Career Education at Post Secondary Level"

The focus of the paper is on educational enterprises/ environments other than elementary/secondary schools. Various community institutions are indicated as having an important role/function in career education.

Career education is viewed as a lifelong process with immediate designated target population areas to be served, such as post secondary and college students, dropouts, women, non-English speaking people, handicapped, technologically displaced, underemployed, etc.

Emphasis of a career education system should be on (1) increased educational motivation, (2) education as preparation for work, and (3) assistance to individuals in making transitions from school to work, from work to school, from home to work, from underemployment and job dissatisfaction to meaningful employment, etc.

The Keller paper attempts to synthesize many beliefs about career education and posits two assumptions: (1) that there are basic components of career education which can be generalizable to a variety of educational settings, and (2) that the basic components are operational within either a simple or a complex environment.

In order to establish a conceptual framework, Keller synthesized the beliefs about career education by (1) defining terms and drawing some contextual assumptions, (2) identifying and describing basic components and elements, and (3) summarizing.

Keller discussed a comprehensive community plan which can eventually replace a school plan for education. A figure illustrating the components of a career education system is presented along with descriptions of each component. The components in the career education system are learning, management, guidance, support services and the educational enterprise. The components are subdivided as follows:

The learning component has three major sub-components: (1) knowledge, (2) experience and (3) preparation.

The guidance component has four sub-components: (1) assessing, (2) directing, (3) informing, and (4) planning.

The support services component has four sub-components: (1) identifying and organizing community resources, (2) training career education personnel, (3) providing operational data, (4) providing research and development services.

The management component has three major sub-components: (1) people, (2) processes, and (3) authority.

In order to move from a conceptualizing state to a maintenance state,both sequential and cyclic processes are necessary. These processes are (1) planning, (2) structuring, (3) implementing and (4) evaluating.

A bibliography is provided.

* * * *

From a subjective analysis and interpretation of the data related to the Keller paper, the following six general categories within which comments seemed to fall were identified: (1) criticisms, (2) questions, (3) concepts, (4) needs, (5) problems, and (6) illustrations. The following is an attempt to synthesize the main points for each of the categories. A summary section is provided for each category.

Criticisms

One of the primary concerns regarding the Keller paper relates to criticisms provided by the workshop participants either written or oral. Generally, it was felt that the comments could be categorized as being either pro or con. The quantity of the criticisms was anticipated as it was in accord with the critiquing instructions sent by the project staff to the participants prior to the workshop. The parameters for the paper writing and critiquing were established by USOE and the project staff. The authors were directed to consider post secondary education as everything after secondary. The following listings are provided to illustrate the pro and con comments.

Selected Pro and Con Criticisms of the Louise Keller Paper Entitled "A Proposed Conceptual Framework for Career Education at Post Secondary Level"

Pro Comments

Good for those who have no concept of career education; good in-service for teachers.

A conceptual framework.

Included a clear call for community based teacher education, field-based teacher education.

Presented a comprehensive system and a viable one; system has to include more than just activities in the classroom.

Speaks very well to graduate education.

Statement regarding community plans rather than duplicate local school plans is a viable concept, a kind of umbrella system.

Points out the fact that the topic needs to be addressed.

Good overview of needed commitments. Excellent in-service for teachers in field or a philosophy/principles course for students. Operational aspects of career education should be emphasized along with philosophical belief.

Very comprehensive in that it dealt with all adults and the need for total community planning; some components are viable to teacher education or are currently in operation; good model to think about; has integrating components; the contribution is what it doesn't say as it identifies the voids.

Con Comments

Author's focus on economic goals is unfortunate; develop a paper around other than economic role.

Ignores all the roles which don't involve what you are doing.

Deals with various kinds of skills and competencies--all of which are not related to getting a job.

The major component is defined in terms of sub-components. The difficulty is in knowing whether the sub-components are either related or essential.

(1) Not a conceptual framework. What are the criteria for a conceptual framework? One cannot define a conceptual framework by just asking questions about something without defining it. (2) The definition may be so vague that it (the framework) is elusive.

Question of criticizing Keller's style or the concept of career education.

Placed more emphasis on interest and less on aptitude; unrealistic to suggest that one can be anything one wants to be as long as one is interested.

Paper is designed to turn teacher educators off rather than turn them on; not a conceptual framework and would not be treated as such by university professors because it doesn't communicate to them.

Irrelevant to teacher education.

Description of the career education models is inaccurate and outdated because of a 1971 definition. Initially the notion of career education was to prepare the young, but now the notion has expanded to include all from the cradle to the grave.

Doesn't reflect knowledge of self. Needs more stress on the world of work. Questions definition of guidance as assessing directives, informing, planning.

Basic issue is lack of clear goals of career education. Keller defined everything but career. She did define career development.

What are we learning to do? What do we want these people who experience career education to be?

The paper seems to encompass too much.

The audience is too wide. It is a quesion of practicality. Too general.

The focus of the paper was on adults and not just the post secondary population. It fell short of expectations.

Assumes that everyone is an adult; that they all go through every component; and that everybody needs it. No differentiation. It wasn't individualized enough.

Management component should integrate the other components.

Paper should be turned into two or three papers. Each topic should be addressed more fully; the first paper should deal with definitions; more concrete and less circular.

Could have explored more in the area of implications for graduate teacher education.

Definitions tend to be circular; for example, the definition of vocational education enterprise is an institution concerned with educational development needs of the student and does not limit itself to school only. Definitions of career development and work are interesting but not fully defined.

Purpose of the paper was unclear.

Problem of definition of career education; never defines career.

No goals or objectives identified. Questions the application system with no examples or implications given.

Concept was overwhelming; a question of practicality; components should be expanded.

Style is excathedra. One is being informed from "On High" of a panacea. Author is inconsistent, says that the many facets of career education are best understood and function most effectively when viewed as a related system. The paper is irrespective of elementary and secondary schools, which is a denial of the total system. Presentation stresses interest to the virtual exclusion of aptitude.

Paper too long and detailed; more emphasis should be placed on the need for qualified, competent individuals from the educational fields for the career education programs to be successful.

Vocational education definition as a "state in career development" is inaccurate. Model descriptions are inaccurate, out of date, lack documentation. Career development needs of people do not adequately reflect knowledge of self. . .too much emphasis on world of work. . .no mention of aptitudes. The components appear to be little more than the traditional instruction, pupil personnel services, administration.

Career education has been going on for a long time, but paper sounds as if nothing is going on.

Paper sounds as if it is trying to bring people on board. Career education is not the answer to all things; career education is a paradigm around which graduate education develops.

Summary of Criticisms

There were considerably more con than pro comments. On the pro side some of the participants felt that the paper was a conceptual framework which was comprehensive and viable. The concept of community involvement was discussed as was the need for community based teacher education. It was felt that the paper could be used either in in-service programs for teachers or in a philosophy and principles of education course at the college level. Some participants felt that the paper's contribution was that it identified the voids.

Generally, those addressing the con issues presented by the paper felt that the paper was not a conceptual framework because it did not (1) include the elementary and secondary school level and focused on adults; (2) define goals, objectives or the concept of career education; (3) appear to be practical and (4) synthesize the relationships between the major components and sub-components.

Generally, the participants were not able to deal with the conceptual framework because of the lack of definitions of basic terms, such as career education, vocational education, work, etc. An objective for preparation of the paper, to provide a common basis of understandings needed for discussion purposes, was not fully attained due in part to the diversity of participant backgrounds.

Questions

The Keller paper generated a number of questions which affected the participants' discussion as it related to the remaining categories of concepts, problems, needs and illustrations. The following questions were raised by the participants either in writing or orally. They are presented so that the reader may become acquainted with the relationships among the questions and the discussions and comments which follow in the remaining categories. The purpose of the papers was to present a challenge to all participants in discussions for the purpose of group consideration and discussion of tasks in career education personnel development, once papers were critiqued.

Concern with Definition

Are the papers a focal point or just a tool?

What is the relationship among the three papers? What are the distinguishing differences between career education and life at the moment?

Is definition a problem with career education concept? Career education has traditionally been identified with vocational education.

Should there be a national or central definition of career education? Should each district have its own definition of career education?

Are you doing away with the local concept of career education?

Why is career education better than other things being offered today? What are its constructive points?

What are the kids concerned about? Relevant curriculum is related to them and their needs.

Does career education mean occupational education?

What is the best means to provide training for someone whose goal is to be a wife and mother?

What about preparation skills for volunteer work? [Examples were given of volunteer work in the inner-city which is part of one's career or life style.]

Does career education want to change the attitudes of ghetto children towards work? Is the purpose to get a job immediately? If so, is this a viable goal?

What do you think the world will be like in 1990? What kinds of skills will be necessary to "achieve the good life"? To develop a set of educational experiences to prepare persons?

Can career education serve a diversified population if the population requires it? How does it differ from existing programs: peace corps; manpower programs?

How do you reconcile the legitimate needs of the employer to give up the humanistic needs of the employees and vice versa.

Do we have a right to make value judgments on what people can do?

How does career education in terms of decision making deal with hard core problems, such as how the system affects the individual?

Can you guarantee that your kids are coming out with specific kinds of objectives that lead to the world of work? K-12 is free--higher education is cost to the individual. Is career education a total revision of school? Public school education hasn't succeeded. The public school is the only vehicle to get people off the unemployment line.

Who makes the decisions regarding what should be deleted? Do we need K-12? Do we need to eliminate high school as we now know it? Or do we have clusters?

Career Education as It Relates to Graduate Teacher Education

What do the various components mean in terms of graduate teacher education programs? What is assessing as it relates to the guidance component? What does assessing mean in terms of what implications it could have?

What can higher education do in terms of students who are out of post secondary education? There are increasing responsibilities in this area.

Are there at least two basic types of career education needs of students to be considered in graduate teacher education?

What does this imply for the faculty of graduate teacher education?

What types of evaluation exist for career education programs?

General

What is general education?

How do you know that whatever you offer to anybody at any level is relevant and meaningful?

Are alternative systems of education, such as German or English, the answer?

Summary of Questions

The participants' questions generally fell into three major categories: (1) definition of career education and related terms; (2) career education as it relates to graduate teacher education; and (3) general concerns.

Concepts

The participant discussions of the Keller paper during the first day of the workshop revealed a variety of different concepts related to career education, such as definitions, role of the university and higher education, teacher education preparation, and public education. The following information reflects the participants' statements about career education at a time in the workshop when clarification and a common basis for a definition were being sought.

Career Education Definitions

Career education is not a panacea or paradigm.

Career education and/or good elements of career education have been around a long time. The theme has been changed.

Many people have acquired skills, such as home economics/ industrial arts, but don't know what to do with them.

Career education has been going on in many communities through the public schools for a long time. The areas of agricultural education and home economics have provided post secondary career education for a long period of time.

Career education and public education are synonomous.

General education is that education needed by all people in general, regardless of what they are going to do in life. Vocational education focuses on preparation for a specific vocation. Career education is a derivation of both.

Career education can solve a lot of societal problems, such as job dissatisfaction, unemployment. There are a lot of problems it can't solve, such as choices many people face in terms of work, contending with jobs that are unenjoyable. Career education provides the opportunity for people to have information about jobs and commensurate life styles so that they can be free to choose the style they want.

The first step of career education has been taken by vocational education.

Vocational education should be dealing with the job aspect and creating employability among people. Career education is an additive factor to vocational education.

Career education is employable skills whether it is professional or not.

If you focus on a component of a more global concept--that is vocation.

Continuing education has not been addressed. Career education is total education--lifelong education.

Definition of career education--prepare people for a productive and rewarding life.

Definition from K. Goldhammer: Career education is a focusing of the educational process on fairly clearly identifiable life roles. He defines about five roles.

Definitions must be adapted to an area for it to work.

Career education may be defined as the life cycle or life style.

Career education is viewed as vocational education--partly because of funding from vocational education area.

Concept of career education appears to be a fantasy to all in society.

Career education is viewed as skill development (go out and get a job).

Careers are not just vocational in the sense that a career is the one you get paid for.

The concept of career education is a vehicle protesting what we are teaching. Diagnosis should be based on test. I mean a system rather than evaluation. Application is important to the real world.

Career education is learning all the social skills that are applied with the concept of work.

Definitions of career education: a blending of academic and vocational skills from the beginning of a child's understanding until he runs his full life. People can drop in and drop out at any time.

Career education is all education.

Our middle class work ethic and the belief in career education influence our actions and opinions. Some people do not need satisfying jobs.

Career education should provide for a coordinated system or process for the understanding and examination and becoming a part of the basic economic system of the country. Few of us know anything beyond the jobs we hold. Minority people, poor people would not get the best jobs if discrimination were eliminated tomorrow. They do not have the sophistication of how to go about getting those jobs. People do not know how to manipulate the system to get a job. Career education should be about finding a job, something to meet your skills, where avocation and vocation become one and the same, minimizing the disadvantages and maximizing the few pleasures.

Career education should look at an examination of the system, entry into the system, reformation of the system. Maybe that is what public education is about.

Career education is giving an opportunity to the underprivileged. It is showing them where the opportunities are. The grand design for career education is to see that everyone has a fair opportunity.

What are the skills that it takes to get into this job now? You know what it is and what the skills are that it takes to reform the system if it goes in a negative direction. That's career education.

Role of University and Higher Education

University is an ideal microcosm of society to experiment with data. Different types of career models could be used in an experimental setting. Industry could experiment. An evaluation component is essential; we need a data base.

Learning is developmental. Some of the best learning occurs in areas of interest.

Relevancy changes with society. Higher education institutions are not always in touch with what the people want.

Skills like reading, writing, arithmetic, cannot be taught in a vacuum. Application should be a part of the process.

Graduate schools of education are identified as job training institutions.

What does the term career education mean--K-12? Higher education? Adult education? Adult education is saying that we ought to think about moving beyond tracking people into college or jobs. Followup in addition to placement is important. Helping a student reenter educational system is important. Higher education does little in terms of placement/followup.

Teacher Education Preparation

The program of training should be evaluated as to the product it turns out for the field; e.g., the professional teacher. Classroom teachers should have some level of skill. The curriculum should have action.

Education ought to use other resources, such as observation therapists, etc., in the field. There may be a cost factor realistically which would prohibit this.

In teacher education you are expected to be as good as someone who has twenty years experience. Education trains its own totally. We license our teachers. We have turned that over to the bureaucracy called the state department. Some states have moved to turn licensing over to public schools.

When training is completed in education there should be some period of time before they are given a certificate which should be issued at as local a place as possible. Local associations should have input. In Ohio there is a movement to become more involved with certification requirements by educational associations.

Liberal arts colleges work around application to careers. Most teachers at most levels have the skills necessary. the necessary ability to get the necessary information if they think it is important.

Keller says that the learning component can take place at the teachers college but also at other agencies. If the teachers colleges do not have the resources to facilitate the system, then other agencies should be used.

The guidance/counseling component is an important one at the local level. This component is not being developed by teacher education. Guidance counselors have been most hesitant to be involved in the process. The guidance component is most interested in providing research at teacher education levels, not services to schools in terms of looking at values clarification. Unless the guidance concept evolves, career education is in jeopardy.

Public Education

The fundamental purpose of public education is to enable those who come to the public school system to acquire employment and be prepared for the world of work. With decreasing financial resources judgment will have to be made regarding curriculum at the secondary and every other level.

The majority of middle America and the silent majority want jobs. Kids need to function in this society. Money is tight and we will have to cut some things in the curriculum.

The best service we can give children is education. Business is desensitizing people, too. We will have to confront all types of personalities/styles or work approaches to teaching.

Teachers should be consulted to determine what really happens in the schools.

Open entry and exit into the curriculum for high school students is proposed. There is skepticism regarding the counseling system and the channeling of students within high school systems. A system should be flexible.

> There is dignity in all labor, but some labor is extremely irritable.
>
> People need to be trained for other life roles. Often the unpaid role is the one from which a person gets satisfaction out of life.

Summary of Concepts

Generally, career education was viewed by the participants as an educational concept having its roots in vocational education but encompassing a lifelong process, or being viewed as a life style. The university was seen as a microcosm of society where one could experiment with different types of career models. Questions evolving from participant discussion addressed concerns such as how relevant is higher education to the needs of the people and how does higher education function in terms of placement and followup. Graduate education was seen as job training. In the area of teacher education preparation it was felt that the program of training should be evaluated according to the final product, e.g., the professional teacher. Certification should be awarded by local agencies, not state departments, after a time has elapsed and the teacher has satisfactorily performed on the job.

The guidance component was viewed by some participants as being more interested in research at the teacher education level than at providing services for the schools.

Public schools have a responsibility to enable those attending to acquire the skills necessary for employment and to be prepared for work. The system should be a flexible one which allows open entry and exit into the curriculum.

Needs

The category of needs reflects a variety of expressed participant concerns regarding career education. Generally, the expressed needs fell into the following categories: (1) need for a definition; (2) need for evaluation; (3) needs of local/community persons; and (4) needs of students.

Definition

There is a need to come up with a salable definition of career education.

There is a clear call for field-based teacher education.

The distinctions between education and work have tended to blur. We need to determine ways of interfacing education and work as a lifelong process.

I need a system whereby I can modify my goals rather than accumulate data and then make inferences regarding careers.

Career education has to be more individualized.

It is a question of where to begin. We should be concerned with one of two areas. Look at a totally new system and start it by showing particular teacher needs.

Evaluation

There needs to be an evaluation component of career education to avoid a self-perpetuated bureaucracy.

Evaluation is a key component now. We need to evaluate what is happening.

Community/Local

There is a need for broad base of involvement of persons at the local level in planning/direction, and a need for common objectives to give directions to all.

A need exists for local districts to have flexibility.

A section of the population must be considered in operationalizing this component.

Community involvement should be considered.

Student

There are at least two basic types of career education needs of students to be considered in graduate teacher education (1) those preparing people to go out to be leaders of others (We have that role in education to help others help facilitate learning for others.), and (2) individual needs of the student while in training.

Internship plans should be included to permit students to become involved with entire plan for career education at a local level.

There is a need to identify needs of students and those studen trained. What diversified population will be served and under what diversified situation?

Graduates must develop competencies in management skills, in process skills, in utilizing community resources; they must develop an understanding of available agencies and resources.

Public school and community leaders need to provide some kind of alternatives for decision making as it relates to aspirations for children.

The individual interest factor should be considered by those involved in career education.

Summary of Needs

The participants expressed their concerns regarding needs for career education in four areas. The need for a definition was voiced as being important as was the need for systematically evaluating current career education programs. Additionally, the need for local involvement in the planning and implementing of career education programs seemed to be important. The needs of students included identification of appropriate skills, competencies, and flexible programs.

Problems

Throughout the participant discussions and in written comments during the first day of the workshop, there were a number of problem areas identified in the discussions related to the Keller paper. Problem areas have been categorized as follows: (1) teacher education preparation and curriculum, (2) role of USOE, (3) definition, and (4) personnel.

The following comments are related to problems as indicated by participants from their reading and critiquing of the Keller paper.

Teacher Education Preparation and Curriculum

A problem in teacher education is that of the university preparing a person for a training program that doesn't exist. Teachers finish four years of education and are given a certificate that certifies them as a teacher. In any other field, one finishes four years of education, interviews for a job and discusses the training program required.

A major criticism of graduate teacher education is that there is an emphasis on dealing with what people ought to do rather than involving them in doing it themselves in training programs.

How much does graduate education actually prepare the individual for a career? Realistically, graduate students are getting pieces of paper so they can get on with the business of life. Graduate faculty reinforce that view.

Teachers have become subject centered and this is primarily because their needs haven't been met on an individual basis in their teacher education programs.

In counselor education there is a crisis because we have been turning out incompetent counselors. We are starting to reorient them to skills training. Programs are modified to train individuals to have a skill that they can build on later. Research shows that professionals learn their skills from sources outside graduate school, such as workshops, professional meetings, professionals in the field. Why pay to go to graduate school?

Workshops I attended present me with two things: (1) skills orientation, and (2) professional model other than a teacher model. Teachers in the classroom are acting as teachers rather than demonstrating.

We are turning all our creativity to curriculum. We are broadening our curriculum. Creativity is in the subject matter not the classroom. We are desensitizing children to us.

It is hard to achieve consensus regarding what is an appropriate curriculum.

Should we advocate a national curriculum?

Graduate teacher educators might be able to "cop out" by implementing in-service but not doing anything else. . . and ultimately not changing the graduate programs. (In reference to the Venn paper.)

The lack of relevancy has been a problem. How can we bridge the gap among school/work/career/lifestyle and self-understanding and career education? School districts are trying to enhance and not destroy what is happening in the curriculum. There should be some focus on staff development rather than curriculum. Every degree is in operation based on individual concepts of small and large groups. . .in elementary and secondary schools. . . but no focus or consensus.

Regarding the lack of career information in elementary/ kindergarten, I must say that I knew of only one career (Army), and I was not career oriented when I was that young. I don't agree that we should start career education that young. Teach skills first, later polish them and teach where they can be used. Elementary schools should have human relations training skills rather than emphasis on career education, sex education, etc.

Occupational preparation for high school will miss a high percent of total. Criticism of public education from taxpayers is that the people produced have no place to go, not on any track.

Role of USOE

Reaction to previous conferences two years ago. Career education was viewed as (1) a way to get people off welfare, (2) a hard sell, (3) an emphasis on occupations.

There is a concern regarding USOE generating the career education concept of education.

What happens when USOE pumps a lot of money into a given area? Does it cause that area to carry more weight than it ought to? What is happening with career education is reminiscent of the NDEA money that was put into the guidance field in the early 1960s.

How do we deal with the supply and demand aspect of work and careers? I don't want USOE to identify the goals and objectives. It has to be a local effort because of community resources. Many agencies should be involved in generating a new system.

Definition

Lack of definition is a problem.

What are the definitions of career education? We have a broad one. It is a program designed to provide students with information and necessary developmental experiences to help them live and work in society. We have avoided a single definition. Hoyt's paper deals with a generic definition of career education as well as assumptions. We are meeting with state and local career education practitioners to obtain consensus at some point.

The problem of career education being interpreted as traditional vocational education was cited again. Marland's past article in *AVA Journal* caused some problems because he stated he was willing to substitute the term career education for vocational education.

Many educators would buy career education but the concept is being forced on them. Discussion needs to be held on basic assumptions.

Definition is important--too broad a definition is a problem.

Career education has been purposely defined vaguely to gain political support of many non-education groups who define it to meet their own convenience.

Who are the experts in career education?

There are no persons trained in the philosophy of career education.

Personnel

How can career education prepare the student to deal with the personnel development of another person? It is like talking about individualizing education for a group of people and not individualizing experiences for them.

Summary of Problems

Generally, the workshop participants felt that institutions with graduate teacher education did not prepare persons effectively because of the lack of personal involvement in training. This would be particularly true of career education programs which currently do not exist as such at graduate teacher education institutions.

Participants were concerned that teachers should be taught skills rather than having to wait to learn skills from sources outside graduate school. There was some concern regarding the broadening of the curriculum if it had proven to have a desensitizing effect on the students. Some participants voiced concerns about starting career education too early. The emphasis should be in human relations skills and not career education.

The role of USOE in career education and federal intervention through the appropriation of large sums of money were discussed by the participants. Generally, the participants expressed a desire of local control as opposed to federal control, at least as it related to the establishment of goals and objectives for career education.

The problem of definition was discussed. Some participants felt that the concept of career education would be more acceptable if it were not forced on educators.

Illustrations

During the discussion of the Keller paper, there were several illustrations given by the participants which related to various career education programs in the regions represented. The following is a brief description of various career education programs. Further detailed information may be found in Appendix G'.

Xerox Corporation is internally developing a career development process. This includes setting down principles as in the Keller paper. Government and industry education should have integrating programs.

New York University has an interdepartmental offering in career education. There is a task force appointed to assist in the program development. The intent is to offer a sequence of courses in their respective departments with a free exchange or enrollment possibility.

Nebraska has developed a package to in-service teachers which includes nine modules. They are concept orientation, assessment program articulation, occupational clusters, review of literature, goals of career education, and elementary/secondary format for development. Other research has been done on the preservice/in-service levels, validating attitudinal changes, etc.

In Kentucky, knowledge regarding career education and data are being collected in a longitudinal study.

The New York area has a regional learning service which is comprised of a network of counselors (24) who work in a consortium effort. They are not allied with any one institution, are multi-aged, multi-racial with multi-socio-economic backgrounds. The program is privately funded.

Overall Summary

The data related to the Keller paper was analyzed according to six categories: (1) criticisms, (2) questions, (3) concepts, (4) needs, (5) problems, and (6) illustrations.

An analysis of the section on criticisms revealed that the participants had more con than pro comments. The participants were divided as to whether the paper qualified as a conceptual framework. Uses of the paper could be for in-servicing teachers or for instructing at the college level. Of general concern to the participants was the lack of definition of career education and related terms.

Participants voiced a variety of questions which focused primarily on (1) definition of career education, (2) relationship of career education to graduate teacher education, and (3) general education concerns.

An analysis of the career education concepts discussed by participants showed that the comments fell into four major areas. They were (1) definitions, (2) role of the university and higher education, (3) teacher education preparation, and (4) public education.

Career education was seen as an educational concept with its roots in vocational education. It was viewed as a lifelong process. The university was viewed as a microcosm of society where experimentation with various career models could occur. Graduate education was seen as job training. Teacher training programs were viewed as being evaluated by their product, e.g., the professional teacher. Public schools were seen as needing to be flexible systems with open entry and exit.

Participant comments regarding career education needs were found to be in four general areas. They were (1) need for a definition, (b) need for evaluation, (3) needs of local/community persons, and (4) student needs.

Problem areas identified by participants were related to (1) teacher education preparation and curriculum, (2) role of USOE, (3) definition, and (4) personnel. It was felt that graduate teacher education institutions did not prepare persons adequately. Teachers should be taught skills. There was some concern regarding the role of USOE, especially in relation to the appropriation of financial resources. Participants opted for local control as opposed to federal control.

The lack of definition of career education and related terms was discussed. It was felt that a definition should not be forced on the educational community.

There were five illustrations of programs mentioned by participants in relation to the discussions of the Keller paper.

* * * *

Abstract of Terrel Bell's Paper Entitled "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education"[1]

Bell's paper is an attempt to identify the general areas of need for basic career education for students participating in graduate teacher education and for students entering a graduate school of education and seeking a graduate degree. Career education needs are defined as that learning needed for intelligent decision making and for successful adjustment by graduate students involved in, or about to enter, graduate teacher education.

Bell provides a section on comments and observations from a literature review of major sources on career education, such as Keith Goldhammer, Robert Taylor, Kenneth Hoyt, Grant Venn, and others. He concludes that there is a need for career education programs at all levels of education including graduate schools of teacher education. The appropriate form(s) that graduate level career education should assume, as well as the specific needs to be met, is not documented.

In the section on application of theory to practice the author offers eight steps in the development of a program for graduate students. Briefly, they are (1) assessment of needs; (2) analysis of career education concepts and models; (3) involvement of key personnel in the analysis of needs and models;

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[1] The complete paper is provided in Appendix D'.

(4) obtaining feedback from field personnel; (5) forming career education objectives; (6) developing an implementation plan with time-phased action steps; (7) executing the plan; (8) evaluating and revising the plan annually.

The section on summary and conclusion provides a description of the recommendations for graduate students in pursuing advanced academic work. Bell states that the career education program for graduate students in education should (1) provide motivation, (2) provide adequate orientation about the total "journey" to the degree, (3) offer relevance and meaning for each student's career planning and career decision making, and (4) offer broadened horizons and perspectives about the totality of opportunities for service to the schools.

In the final section on recommendations and implications, Bell suggests that The Center for Vocational and Technical Education consider the possibility of developing a model career education program for the use of graduate students in serving the needs of graduate students in teacher education. The need for more information concerning existing programs in graduate schools is recommended as is the need for career education programs for graduate students in teacher education. The author provides a selected bibliography.

* * * *

Data generated by the Bell paper were collected at the workshop through a taped group critique which included an informal student panel, recorder reports, individual critique notes, and marginal notes on some copies of the paper. Data from all the sources are presented herein.

Most comments (oral and written) have fallen into the classifications of (1) criticisms (paper, author, concepts, higher education, career education movement); (2) questions; (3) needs; (4) problems; and (5) illustrations. The paper stimulated diverse comments and discussion--negative, positive, and negative or positive in nature.

Criticisms

Criticisms directed toward the Bell paper ranged from that of too general and lacking of relevancy and documentation; to a good paper, clear, concise, and forthright with some documentation, but not to the depth expected by some. The overriding criticism seemed to be that of expectation. Participants, in general, felt that the paper should have addressed the study of career education in preparation for teaching career education; many felt that the emphasis was career education related, only to the graduate student getting his degree and meeting his personal or individual needs in career education. It was generally agreed by participants that there was not disagreement in what was written; rather, it was felt that the paper didn't go far enough into the area of career education preparation needs for teaching career education.

Although the paper was criticized for lacking application by some, others recognized in the paper proposed action by the author. The fact that the paper did not carry the career education needs as far as many participants expected (i.e., to meet preparation needs for teaching career education as well as to meet individual graduate career education needs) likely affected participants' critiques just as lack of familiarity with career education concepts on the part of some participants influenced their readiness to critique papers. See specific stated criticisms of the paper in Appendix I' on p. 371.

Suspicion ran high among some participants of the workshop, as is often true whenever change is under consideration. Suggested reasons for the author's support of career education needs of graduate teacher education students were voiced, such as (a) the author "chose not to or could not respond to the vast array of graduate programs" [The tone implies the possibility of an ulterior motive not stated.]; and (b) "there was a need for graduate teacher educators to feel they must create jobs for themselves" [A possible motive for career education emphasis was openly stated.]. Pro, con, and neutral statements were made regarding "game playing" in graduate education which has career education implications. If "game playing" is a given, the author points out that it should be understood by one before a program is entered. The author received much support for his position; however, many questioned why one should have to accept "game playing" as a given.

The problem of expectation differences between the author's interpretation (narrow) of career education needs of students and that held by many participants was associated with author criticism as well as criticism of the paper. See criticisms of the author (his position) in Appendix I' on p. 372.

Although the emphasis of this paper was not career education concepts, nonetheless, a few found their way into the discussion. Here again participants found it difficult to focus the discussion on students' needs in graduate career education when they recognized that student pressures for career relevance are also great outside colleges of education. Even though consensus was not sought in participants' discussions, there was general agreement that career education is needed by all students at all levels or at least, is needed on all levels. Some discussion time was taken to clarify among participants what career education is. Many concepts discussed were insightful and thought provoking; e.g., "graduate teacher education needs in career education are to disseminate the notion in teaching, to understand the theory of career education, to keep abreast of career education developments, and guidance and counseling related to teaching and helping those they teach" or "career education institutes an action that synthesizes something." See concepts, Appendix I', pp. 372-373.

There were a few comments in consideration of this paper which were specifically related to higher education. Once more there was some time spent in discussion of the matter of "game playing" in which the student learns the expectations of the system and conforms only to succeed in and exit the system with degree in hand. Other higher education issues touched upon included discussion of pros and cons of the requirement of research training in preparation for teaching, the requirement of written and oral examinations used prior to exit from a system, and the like. Preparation of placement directors was viewed as almost the only thing done presently in higher education by institutions. See comments, Appendix I', p. 373.

Fewest criticisms were made relative to the career education movement. Again, it was clearly stated that career education needs of students in graduate teacher education should be met through two primary considerations--(1) to assist one to select and to cope with one's program of study to prepare for one's career, and (2) to prepare the graduate teacher educator to teach others about career education.

Support was voiced for the emphasis on placement and follow-up of the individual in the career education movement. See comments, Appendix I', p. 373.

Summary of Criticisms

There was a balance of positive and negative criticisms (in number, not in emphasis) of the Bell paper. There were also statements made that were neutral in nature; i.e., there were statements made which could be used in discussions pro and con. Basically, the different criticisms addressed the following:

1. Voids of the paper which should be addressed also--(1) meeting the student's professional career education needs in anticipation of his teaching career education; (2) the guidance component as integral to career education; (3) in-service continuing education versus graduate degree education; and (4) "spoon feeding" or "watering down" charges by the academics.
2. Completeness and quality of the paper--adjectives and descriptors were applied ranging from bland to good to excellent; unclear to clear to concise and forthright; lack of relevancy and no proposed action to recognition of difficulty to explain career relevancy and establishment of practical steps to be taken; lack of documentation to some documentation, but not necessarily scholarly in nature; and too broad and general to some specificity.
3. Inconsistency of author's expectations regarding career education needs of students in graduate teacher education with those of participants.
4. General agreement that the system of higher education and its components such as teacher education have built-in constraints sometimes referred to as "game playing" which are inconsistent with the concept of career education and should be altered/modified/eliminated.

5. Concerns that many graduate teacher education programs require an emphasis of research preparation rather than one of how to improve teaching.
6. The implications and promise of career education for meeting relevancy needs in education.
7. Some principles of career education such as (1) need for career education for all, (2) need for career education for all levels, (3) life roles as career roles, and (4) career education curriculum as experiences in learning provided to achieve relevant decisions about life and to acquire skill in performance of chosen life roles. -
8. The difficulty of addressing career education needs for graduate teacher education without also devoting time to the larger problem--all students of higher education applying pressure for relevance in education.

Throughout the discussion, frequent reference was made to the problem of making progress in career education because of the absence of any standardized definition of career education. It is fact that workshop progress was deterred because of the number of those in the group searching for the meaning of career education.

Questions

Many questions were raised throughout the workshop, particularly as participants reviewed the papers. Those questions prompted during discussion of career education needs of students in graduate teacher education are found in Appendix I' on pp. 374-376.

As one might anticipate, questions embraced matters of definitions, priorities in graduate teacher education, graduate education needs, graduate teacher education needs, and cost of career education.

Clarification and meaning were sought in questions related to career education; nature of a career education product; career development; needs; career education curriculum; and who is involved, where, and how.

Questions related to priorities for career education in graduate teacher education were directed toward in-service education, preservice education, graduate degree education, relationships among the three, career education models' uses, and need of formalized preparation in career education.

Questions relating to graduate education needs were directed toward the adequacy of the Bell proposed action for future graduates; whether graduate teacher education students should be given greater consideration than other-than-education graduate students; the nature of needs to be considered--individual, institutional, felt, or unfelt; and awareness of need for career education.

The probing of graduate teacher education needs embraced elimination of system "game playing"; consideration of who should provide leadership for assessment/analysis of graduate student needs; the desirability of identification of competency-based career education as related to job analysis level; and the relationship of career information to community; and ways to apply career education.

Cost related questions were directed toward relationship of paid employment to working careers; ways to provide for payment of career education cost at graduate level; and the economic value of a doctoral program.

Summary of Questions

Review of the many questions brought to the fore as the Bell paper was critiqued provides evidence that the paper did in fact prompt varied inquiries among participants, from the simple to the complex in search of meaning, planning, and implementation approaches. Questions ranged from the theoretical to the practical. The numbers of questions raised and their nature were demonstrative of interest in career education at the graduate teacher education level by participants invited to the workshop; however, participants' questions were also indicative of the conceptual work in career education that is needed at the university level and also with community personnel.

Needs Identified

Consideration of career education needs of students in traditional graduate teacher education generated a number of classifications of needs to be met, i.e., those of definition; those closely related to graduate education, graduate teacher education, and community college. See the list of needs identified by participants in Appendix I', pp. 376-380.

Many participants emphasized the need for definitions of career education to facilitate implementation. Some participants acknowledged the value of definition but believed they could function within the movement for educational improvement with the ambiguity recognized.

In addition to the need for definition, the need for a model was pointed out, and particularly the need for how to begin teaching about the world of work in graduate teacher education was emphasized. Other needs in graduate education include keeping records of where students are placed and their corresponding position responsibilities; early awareness of research and advanced study opportunities; providing flexibility in program requirements to meet individual needs of students; opportunities to learn skills--not "game playing"; an inventory of student needs and an analysis of common problems; providing current career information regarding supply and demand of jobs; the relating of education, work, and life styles; matching of aptitudes with programs of study; distinctions of need for career education students; change in institutions before change in education to accommodate career education; and emphasis on in-service in career education in the field which in turn provides pressure on graduate teacher education and preservice education.

Allowance must be made in graduate teacher education for coping with some ambiguity in career education. Teachers must possess performance skills in order to help students develop these skills. We must turn out teachers with degrees who can perform; programs for teachers must keep them in touch with reality and provide realistic experiences for them in training. There is need for bonifide performance criteria to provide standards for awarding degrees in teaching.

It was agreed that career education should be provided in graduate teacher education. Options to meet individual needs of students were emphasized throughout discussion. Modifications in requirements are needed for those who need emphasis on teaching and instruction rather than research in graduate teacher education. Graduate teacher education must emphasize career counseling and guidance to provide continuous input throughout adulthood from undergraduate, high school, and elementary guidance. Special and immediate needs in graduate teacher education were highlighted--(a) counseling for career education, (b) theories of career education, and (c) career education models under development and experimentation for illustration.

There is special need to identify career education competencies in curriculum, instruction, administration, community relations, and the like. A focus on preservice education is viewed third in order after a focus on in-service career education in the field and graduate degree education pressures from the field. It was acknowledged that graduate education has had to remain somewhat flexible to change because of in-service pressures from the field and certification requirements, whereas preservice flexibility has been more limited because of the once critical shortage of teachers. There is need to revamp graduate teacher education with emphasis on relationships between human relations and work. There should also be emphasis on field related work, internships, etc. Last, but not least, there is need for graduate teacher education institutions to propose action programs which will have value to LEA's and vice versa.

There is no lesser need for career education in community colleges; therefore, those trained for instruction in community colleges have need for career education background in preservice and graduate training, since community college instructors may arrive on the scene from either source.

Needs Summary

Emphasis of career education needs of students became apparent in participants' discussion of topics as follows:

1. definition of career education within context of some flexibility and ambiguity,
2. career education models,
3. how to begin preparation in the world of work study,
4. followup and placement records and techniques,
5. early awareness of what is available in career education at the graduate teacher level,
6. flexibility of requirements to meet individual needs,
7. current career information regarding supply and demand,
8. relation of education, work, and culture,
9. implications of career education for institutional change,

10. career education needs in in-service, graduate, and preservice education,
11. performance skills in career education for graduate teacher education,
12. reality-based programs; emphasis on field-related work,
13. performance criteria for career education,
14. career counseling and guidance needs for career education preparation,
15. theories and concepts of career education,
16. career education competencies in curriculum, instruction, administration, community relations, etc.,
17. focus on in-service education to facilitate movement at university level,
18. work closely with LEA's for mutual value/benefit,
19. career education need for community college staffing.

Even though a lack of definition of career education was keenly felt by participants, identification of career education needs of students seemed not to suffer in the milieu of ambiguity.

Problems Identified

Problems, too, were identified by participants as they addressed career education needs of students in graduate teacher education. See problems listed in Appendix I', pp. 380-381.

Within traditional graduate teacher education programs, graduate students often do not have a realistic perception of what they are preparing for. Additional problems in need of serious study are (1) lack of relevancy of programs; (2) whether reduction or increase in numbers of graduate teacher education programs would result from comprehensive study of career education in elementary, secondary, and undergraduate education; (3) the form of career education in graduate teacher education--courses, competencies, programs, or what?; (4) study and revision of entry measures/qualifications for graduate study; (5) how to make courses/instruction relevant; (6) improvement of campus placement of programs based on proximity to need and improved preparation for making career preparation choices (in other words, choice of university program based primarily on intelligence and information--not convenience); and (7) not to rely solely on in-service/graduate education preparation of teachers for career education.

Summary of problems

Problems identified within time constraints by workshop participants included the lack of understanding of graduate education programs by students; lack of program relevancy; the effect of career education taught comprehensively from kindergarten through retirement upon nature and numbers of programs in graduate teacher education; the form of career education preparation in graduate teacher education; consideration of revamping graduate education entry requirements; the location of graduate teacher education programs based on need; and the broad needs of teacher preparation beyond graduate teacher education.

It has become most apparent that problems identified are not restricted to planning/implementation of career education; most problems for career education are only a small facet of larger problems of higher education and graduate teacher education. The preceding fact should be encouraging to those recognizing the worth of career education, however; solving some of the smaller problems related to career education may very well provide the catalyst/key to change in the larger problem areas.

Local Illustrations

Upon occasion, during participants' discussion of the Bell paper, participants shared appropriate experiences to illustrate points.

Utah State University Logan, Utah

In our elementary career education program at Utah State University at Logan, Utah, we spell out

(1) basic background and knowledge in career education career clusters,

(2) what's available in jobs--where they are,

(3) where opportunities are in professional, and vocational, and technical fields.

We encourage being familiar with Utah's curriculum units and encourage developing/testing teacher's own.

In graduate education you would work in training of preservice teachers.

Question Are packaged materials available?

Answer Yes. Seven slide-tape presentations of units, workbook, and series giving steps to writing one's own units. These are available to anyone.

Every elementary teacher in Utah will be trained with these materials in the next two years.

An example of one of the 100 units is banking, to be infused with math and social studies. The same material(s) can serve for preservice and in-service training, since at this point in time both have to start at the preservice level. Teachers of teachers can also use the material as they train those teaching career education in elementary education.

State of Ohio Program Career education efforts in Ohio under the auspices of the State Department of Education have taken the form of workshops for total school planning,

infusion into ongoing curriculum,

a course in career education,

career guidance,

career awareness,

beginning career information,

beginning decision making,

beginning occupational information [all of the preceding are done in varied backgrounds such as social studies, English, industrial arts, guidance, etc.]

community placement,

health occupations block,

career clusters,

community experienced supervision.

We'll probably not see specialists prepared; i.e., career education teacher specialists.

Ohio has no mandate for career education. It has funding by proposal.

In 1974--twenty-four districts were funded, K-10. Career education is to reach every student by 1982. Ohio's funding level is $20/student (k-8); and $20-30/student (grades 9-10). It will take forty million dollars to reach every student. In-service takes place in local schools and at universities.

Proprietary School Effort Moser School, Chicago, Illinois

There is proprietary school orientation in career education. Chicago community comes in to give mini-seminars.

This year we've hired six people for professional development in career education--for students who have made their career choices but still aren't sure of what they want or what is available to them.

Mini-seminars deal with the business world, health services, and education.

We have made serious attempts in vocational education, but the elementary level is where it is needed.

Graduate courses are lacking in preparation for career education.

Overview/Summary of Bell Paper Reactions

A number of concerns of participants permeated much of the reaction/critique time for the Bell paper. Examples of those matters which dominated discussion were (1) lack of and need for definition of career education and at the same time recognition of need for flexibility and some ambiguity, (2) lack of relevancy of the paper and of graduate teacher education, (3) the inconsistency of the author's and the participants' expectations of the paper based on its title, (4) further conceptualization and understanding of career education, and (5) fact that most career education problems/needs are components of larger university/higher education problems and needs.

It was apparent that time constraints and lack of conceptualization and definition deterred progress in critiquing the paper, since many peripheral discussions were necessary to provide group unity.

Moderate balance, pro and con, was maintained by participants as they shared direct criticism of the paper. In general, the Bell paper was viewed as providing a very small beginning for discussion of career education student needs in graduate teacher education; it was considered quite narrow compared to the total set of student needs, personal and professional. Lack of scholarly documentation and relevancy of problems suggested were pointed out. Both strong positive and strong negativ criticisms were voiced.

Specific voids of the paper, deemed important, were (1) student professional needs, (2) guidance role in career education, (3) distinctions/roles of in-service education and graduate degree education, (4) the "watering down" charges by academics launched at career education in graduate teacher education.

Emphasis was given to the fact that basic constraints built into the system (example: "game playing") are inconsistent with career education concepts. Need for alteration/elimination of such inconsistencies was emphasized. Inconsistency goes hand-in-hand with relevancy problems; e.g., universities frequently emphasize research requirements of teacher education programs rather than provide optional/equivalent requirements to meet needs of those who will not be involved in research careers, but rather in teaching careers.

Opportunities for career education preparation were recommended for graduate teacher education; however, no agreement was apparent regarding whether it should be required training for all teachers.

Emphasis upon skill development (performance or competency) became an important consideration of participants, particularly as criticisms were "caught up" in consideration of system problems such as "game playing." The practicality and the need of models in career education were discussed.

Questions embraced the gamut of career education considerations in spite of focus provided by papers for critiquing. The wide range of questions as well as their substance revealed the need to provide understanding (to graduate students, graduate teacher educators, community personnel, and others) of basic concepts of career education; how to begin, plan, implement career education; early awareness of career education; and the like. Participants demonstrated keen interest in career education and at the same time a lack of understanding of it.

Over and over, the need for flexibility to meet individual needs in whatever form career education may take at the graduate teacher education level was emphasized; furthermore, the need to provide current career information for those preparing to teach was recognized as a must in career education professional training programs.

It is also significant that research needs in career education were recognized for the purpose of improving teacher preparation. There is a specific research need to delineate the relationships among education, work, and culture--theoretically _and_ practically.

Implications of the career education movement for institutional change were also brought out. In-service education in career education was viewed by participants as the best point for university initiation of it, for most universities, if they have any built-in flexibility of procedures at all, will be able to accommodate change most quickly here. The group viewed in-service education, graduate degree education, and preservice education equally important and needed in the preparation of career education personnel. Community college staffing also provides basis for preparation of its staff by universities at both in-service and preservice levels.

Problems identified and needing study and action research are (1) the effect of career education (long range, K-retirement years) upon the nature and numbers of programs required to meet the needs in graduate teacher education; (2) entry requirements to graduate teacher education preparation which are inconsistent with a number of career education concepts; (3) location of graduate teacher education offerings within proximity of greatest need (based on student needs assessment); and (4) relationship of career education problems to larger university problems.

* * * *

Abstract of Grant Venn's Paper Entitled "Identification/Analysis of Problems Encountered in Planning/Implementing Career Education in Graduate Teacher Education Institutions"[2]

In the first half of this paper Venn sets the scene for the role education plays in the life of an individual in today's society. Specifically, he questions and discusses the role of graduate schools of education in preparing educational leaders who can help to solve numerous societal problems. Venn focuses on the integration of career education into current education theory and practice.

There are five current conditions which need to be considered by graduate teacher education institutions prior to further implementation of existing career education programs. Venn feels that policy, program, evaluation and priorities for career education are currently being set by others than those in graduate teacher education institutions.

In discussing perceived problems with colleagues the author determined that the key to successful career education development is professional competence, but that career education is not usually included in the preparation of students in graduate teacher education institutions. Another problem cited relates to the preparation of current personnel in leadership positions in education.

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[2] The complete paper is provided in Appendix D'.

Venn asserts that current educational leaders and policy formulators should take the responsibility for career education implementation and adoption.

In an extensive analysis of eleven reasons/factors dealing with why career education has not been incorporated into the university setting, Venn discusses (1) the current role and climate of the university relative to change; (2) personnel development preparation and experiences of university personnel who are in key decision making positions; (3) financial constraints for new programs, such as career education; (4) philosophical constraints related to the adoption of new programs such as career education, and other related factors.

Venn states that graduate teacher education has been ignored by the supporters of career education, including the federal government and state departments of education. The conclusions drawn by Venn are discussed in three main categories dealing with (1) career education as a part of all education, (2) higher education isolated from society, and (3) supporters of career education.

In the final section there is a total of fourteen specific recommendations dealing with how to involve staff in graduate teacher education and the subsequent implications for institutional change. The recommendations are as follows:

(1) provide an understanding of philosophy, practices and purposes of career education;

(2) develop short internships or site visitations;

(3) develop in-service workshops for members of the dean of education staff;

(4) develop in-service workshop for state department of education personnel;

(5) prepare a special report for AACTE;

(6) examine certification requirements;

(7) acquire a federally funded study to determine competencies;

(8) sponsor a joint study and report for leadership training through AASA, NASSP, and NAESP;

(9) sponsor a report by APGA on role and competencies related to career education;

(10) sponsor a report by the AVA on appropriate leadership role(s);

(11) sponsor a study by ACE dealing with the responsibility of higher education for career education;

(12) develop and procure federal funds from USOE for graduate schools of teacher education to adapt training programs;

(13) develop a program of salary advances for work experience as an equivalent for sabbaticals;

(14) review doctoral preparation programs in graduate teacher education institutions.

The author has included a bibliography related to career education.

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The Grant Venn paper met with general acceptance and commendation from participants. This paper, unlike either of the other two, solicited both strong negative and strong positive reactions. Comments found in Appendix I', pp. 382 to 385 provide possible reasons why this occurred. The Venn paper served in a very constructive manner toward workshop goals; it provided a great deal of practical application which was welcomed by most participants.

Criticisms

Positive criticisms of Venn's paper touched upon quality of the paper; definition of career education; uses of the paper; relevance of proposed action and problems to institutions of participants; effect upon attitudes; implications of relationships of lifestyle, education, and society; information for planning curriculum; philosophical questions raised; stated problems and proposed solutions; usefulness of ideas to university personnel; reasons for lack of graduate teacher education involvement in career education; Venn's fourteen points; importance of career education; involvement of graduate students in critiquing paper; suggested ways to change present graduate teacher education; recognition of enormity of task; and suggestions for involvement that is most needed for implementation in graduate teacher education.

Negative criticisms fell into nearly as wide a range of areas as did positive criticisms. Quality as well as tone of the paper was attacked. Some participants felt that the paper initially attacked unfairly graduate teacher education for its lack of leadership and involvement in career education. In fact, the first half of the Venn paper aroused strong suspicion of the author on the part of a few participants regarding motives and purpose. Some felt that the author's perception of graduate teacher education was understated while most felt that Venn had assessed very well the status of career education within graduate teacher education. A specific illustration of the federal government's and the state government's leaving graduate teacher education out of the first three years' planning for career education was cited. It was further pointed out that "selling" of career education has been handled very poorly. There was caution given regarding the fact that at this early stage of development, an equally valid set of assumptions or hypotheses to those posed in this paper might be set forth and one could come to different conclusions. There is a human tendency to reflect less critically upon ideas, in the absence of data, than one might when data are plentiful. Participants seemed to feel that less involvement has taken place in graduate teacher education than in public schools because of university roots in research and tradition. It was also felt that the Venn paper did not give the emphasis to problems of training personnel who are already in the field to the degree that general problems of professional development were addressed. Ridicule was directed at state departments of education and private agencies dabbling more and more into in-service education without involving teacher educators in the process. Mention of involvement of industry was the only aspect of community support which Venn addressed. A number of participants were not ready to subscribe to the concept of career education as a part of all of education. Some also believed that the significance of career education to provide for individualizing education for everyone is greatly overstated.

Criticisms Summary

Generally, emphasis and numbers of positive comments outweighed emphasis and numbers of negative reactions to the Venn paper. Most participants viewed this paper as a most challenging one which provides information and bases for planning programs, projects, or curricula; provides justification for recommendations; documents philosophical concepts; states problems; and raises probing questions to stimulate critical thinking. In addition, this paper was viewed to be relevant to schools of education and possibly to provide direction for schools of education in career education planning. Participants viewed with interest the recommended ways of initiating change in graduate teacher education. This paper was recommended by participants for use in local settings in launching discussion and planning for career education in graduate teacher education.

Questions Raised

The Venn paper prompted some very "searching" kinds of questions on the part of participants. Fundamental concerns were raised regarding whether there is some body of knowledge to be implemented relative to career education for graduate teacher education; the meaning of technological society; why there is lack of awareness of the career education concept on the part of a majority of personnel in graduate teacher education institutions; and why should the schools necessarily take responsibility for career education. See list of questions in Appendix I', pp. 386-387.

Occasionally a question was asked regarding the application of suggestions and concepts. Most questions were not of this nature unless new problems were brought up by participants. Questions related to poor selling strategies utilized by supporters of career education theories and/or concepts were also discussed. Additional questions referred to the pros and cons of incentives to graduate teacher education faculties; whether career education competencies are available and known; whether universities have qualified personnel to teach career education theories, concepts, techniques, and evaluation; and who is really in need of career education training.

Summary of Questions Raised

The level of questioning and probing was no less significant for the Venn paper than for the others. Time did become a constraint, since less time remained for critiquing the Venn paper than was used for the others. As a result, the numbers of questions may be fewer but their quality was maintained.

There were few questions related to clarifying meanings of the author; most questions were probing in nature or extended beyond the focus of the paper. The nature of questions demonstrated high interest and varied concerns ranging all the way from identifying place of responsibility for career education, to how to sell better the concept, to identification of teacher competencies in career education, to who needs training, and to whether university personnel have qualifications now to teach career education.

Needs Identified

Needs brought out as the Venn paper was critiqued embraced career education needs of graduate students, graduate teacher education personnel, and state departments of education. Planning and implementation of preparation for career education personnel; examination of credentialing practices; experiences of faculty and students in the real world of community; identification of competencies needed in career education; preparation of personnel to perform adequately; and careful examination of alternatives to career education--all are needs for study and consideration by graduate teacher education institutions. See needs listed in Appendix I', pp. 387-388.

Again, a need for defining career education sufficiently to communicate intelligently with others about it was emphasized. In addition, the need to provide a well-thought-out strategy for selling career education would be useful. Relevancy of teacher education experiences in career education suggests the need for internships, on-site visitations, participation working with businessmen or community groups, and the like for both the student and faculty professional development. It is important not to postpone small beginnings just because time and resources may not warrant accomplishing everything at once.

Credentialing of staff based on career education competencies needed should be examined. Because career education has crossed the threshold of public education widely, there is a need for professional development of teachers in career education. The "cradle to grave" concept of career education makes clear the need for offering preparation in career education at undergraduate and graduate levels. Study of constraints to career education as well as serious study of alternative strategies for overcoming the constraints should be made.

Summary of Needs Identified

Areas of need identified by participants were basically those of improving career education relationships between graduate teacher education and local school districts as well as bridging the relevancy gap between graduate teacher education and community agencies (personnel related to implementing instruction in career education). Emphasis upon developing an improved selling strategy of career education was made. Increased emphasis upon applications and performance/competencies in career education was reinforced for graduate teacher education. Priorities for change were pointed out in the need for people to change before institutions can change. Small beginnings in career education should not be shunned. A rationale was discussed for identifying a need for personnel development in career education. Credentialing practices must be probed as they relate to career education preparation of teachers which must be performance-based. The need to define career education must be done broadly enough that there is flexibility to meet local needs at the objective level and yet specifically enough that communication about it can occur. A need was expressed for graduate teacher education to recognize in career education, fields of endeavor in addition to research and tradition.

Problems Identified

Problems surfacing throughout workshop discussions of the Venn paper were focused on responsibility for lack of involvement of graduate teacher education in career education; certification constraints which are incompatible with career education concepts; how to gain total university support for graduate teacher education endeavors; how to develop awareness of career education within graduate education so that programs or efforts in career education are not the result of outside pressures and directions only; incentives for teaching of career education; how to assist graduate teacher education to acquire its share of power, status, or prestige; how to help educators to find ways to implement career education without being totally dependent upon additional monies; how to overcome the threatening qualities of career education to universities; the need to individualize preparation for teaching of career education; and consideration of career education for graduate teacher education without isolating it. See list of problems in Appendix I', pp. 388-390.

At the same time that participants agreed in general with Venn's suggestions regarding examining of certification policies as they relate to preparation of personnel in career education, they hastened to point out that they took exception to the implication of Venn that this constraint is unique to education. They wanted to clarify that this problem is not manifested only in education, but rather exists in other professions and/or occupations such as dentistry, auto mechanics, TV repair, medicine, law, and the like.

There was great interest demonstrated in the discussion of lack of responsibility for leadership in career education by graduate teacher education. All were convinced that state departments of education and the federal government have largely overlooked the role of graduate schools of education in planning/implementing career education.

Summary of Problems Identified

A problem of major concern in discussion focused on the role of graduate schools of education in (1) implementing career education, (2) improving leadership experience among deans of education in preparation for career education, and (3) providing reasons for the status of the problem. Once sources of responsibility for the problem were discussed, related problems such as determining strategies to be used within the college to get total college support for career education endeavors, preventing development of career education efforts in universities as a result of outside pressures because of unawareness of leadership in graduate education, revising university policy regarding the reward system to give recognition to teaching, and building status and prestige in graduate schools of education to facilitate acceptance of proposed change in instruction by appropriate all-university committees were identified.

Other problems identified as the Venn paper was critiqued were recognition of the possible threat of the career education concept to institutions with "liberal arts" orientation, existence of forced programs of study rather than programs designed to meet individual needs, and the constraint of isolation of graduate teacher education upon plans for changing program in universities.

Undoubtedly, additional problems would have been identified had time permitted.

Illustrations Shared

As appropriate, participants occasionally shared illustrations and/or examples of their experiences which were related to discussions and critiques. The following were pointed out in the critique of the Venn paper. Points illustrated are obvious.

Appalachian Satellite Project in Career Education

The Appalachian satellite project for career education is launched tomorrow, May 30. Within the next eighteen months, career education programs via satellite TV will cover the entire Appalachian Region. It is not always how fast you move, but how you move. Involving the right people and numbers of people can be strategic to effectiveness.

University of Kentucky Lexington, Kentucky

Our dean is not without knowledge about career education; neither is he motivated to push it. He believes that many departments may be threatened by it at this time; letting vocational education take it at this time would not threaten other departments. We have finally convinced the dean to appoint a college-wide committee to investigate, study, and decide what should be done about career education. Although it has been slow to start, we will have people involved in the several departments.

Questions and Answers Re: Workshop Procedures

During final discussion of the three papers which served as bases for workshop endeavor, the group reached that point at which group unity/dynamics interrupted discussion for clarification of workshop purposes and procedures. Because the questions were legitimate--just as legitimate as any others discussed, the questions and responses to them are recorded herein.

Question What were the guidelines for selecting participants for this workshop? Was a criterion used stating that participants must have been involved with career education?

Answer Several criteria were used.

1. We started with the seventy-five university centers represented in the initial conferences of the project.
2. Regional representation was sought within the ten regions of USOE.
3. There was an effort to represent those who would have concern. We deliberately sought a mixture/balance of advocates and non-advocates of the movement.

We particularly tried to be objective and to identify all kinds of persons to react--I think we may have accomplished that.

In planning this workshop, the project staff particularly wanted (1) to include graduate students, (2) to include university personnel, (3) business/industry representatives, (4) two-year institutional personnel, and (5) the like. If money and time had permitted, we would have liked to include even a wider representation in the workshop. In all cases of acceptance of the invitation to attend, it seemed that acceptance was based upon a willingness to give of themselves to an educational need.

Question How were authors of papers selected? Why?

Answer A beginning list of possible authors was compiled at the suggestion of project staff, USOE officials, universities, and others. As we called individuals and they learned about our needs, they would suggest additional names. There is no intention of giving the impression by use of these three authors that they are the best or key individuals in career education. They are three of many individuals who have given leadership to the movement, have been involved in the movement, or who have significant interest in the movement.

If one wished to see other writings of some of the same individuals, one could find and compare them.

In all fairness to the three authors, it should be stated that they were given a very short time-frame to prepare these papers just as the project staff had an extremely short time in which to plan the workshop. It should be said that the authors stated reservations about preparing papers in such a short time in their already very busy time schedules. They did agree, however, to provide the papers for whatever good purpose they might serve--even if they only helped to provide discussion.

It should also be stated that each author was given information in terms of the purposes of the papers and and their individual assignments. Each knew who the other authors were and their respective assignemnts.

In the case of some authors, there were frequent telephone calls made to project staff to clarify and confirm as they developed the papers. This fact, too, may account for some differences among products.

In all cases, it is hoped that authors would not be judged personally by these papers.

Recognizing that there were constraints in the preparation of the papers, that there are negative and positive characteristics of the papers, I would suggest that we move from the papers now to some of the related concerns of participants--to the development of concepts of career education and their applications.

Overview/Summary of Venn Paper Reactions

The critique of Venn's paper, which focused upon problems encountered in planning and implementing career education in graduate teacher education institutions, enlisted comments in the areas of criticisms, pro and con; questions; needs; problems; and illustrations. Time was a constraint in providing quantity; however, overall quality of comments was maintained.

There were far more positive than negative reactions to this paper; in addition, there were more extreme reactions on all sides than was true for critiques of the other two papers. Criticisms were more positive than negative based upon the emphases and tones of comments; also a greater number of positive than negative comments resulted. Statements acknowledged the fact that the paper was most challenging and it provided much information. It was recognized for recommendations supported by reasons, for posing probing questions, for identifying pertinent problems, and for being well documented. Further, constructive criticism pointed to its relevancy to schools of education and its worth to graduate schools of education for stimulation of discussion preliminary to their planning for career education.

Questions were posed to extend the information base beyond the focus of the paper. In a few cases, questions were asked for clarification purposes. Questions were also demonstrative of high interest and diversity of concern. Considerations emphasized through questioning dealt with (1) placement of responsibility for (or blame for lack of) leadership in career education by schools of education, (2) identifying and relating competencies of career education in preparation of teachers, (3) the concern for who needs training, and (4) the qualifications of university personnel to teach career education in graduate teacher education.

Identified needs included (1) ways to relate graduate teacher education to local school districts and to community agencies and personnel, (2) development of improved ways to sell the concepts of career education, (3) an emphasis upon field work and applications, (4) examination of priorities for change, (5) encouragement of small beginnings rather than no beginnings, (6) the study of certification practices as they relate to career education preparation of personnel, (7) development of definition of career education not restrictive to local needs, and (8) consideration of endeavors outside traditional activities.

Problems also focused upon (1) lack of leadership in career education for graduate teacher education, (2) why, and (3) how to gain total university support for career education at graduate education level. A problem of caution was that of permitting by default emergence and direction of career education efforts to arise outside graduate teacher education. Equally important was identified the problem of forced programs of study versus individualized programs in career education preparation of personnel. Study and revision of the reward system related to gaining commitment to preparation of personnel in career education were also suggested. The possible threat of career education to the "liberal arts" oriented university personnel was also recognized.

Selected Workshop Tasks

In an attempt to provide motivation for maximum interaction of workshop participants--graduate teacher education students and representative educational leaders and decision makers--the project staff developed ten workshop tasks to serve as a base for discussion the second day of the workshop.

Data in this section of the report were paraphrased from tape recordings and hand written recorders' reports for each task selected. Workshop participants added a task eleven. Appendix F' shows the list of eleven task choices, of which each of tasks one (1), three (3), four (4), six (6), seven (7), and eleven (11) were selected by one or more participants and discussed.

Workshop participants agreed to work in small groups. Five small groups were formed, each of which addressed either tasks 1-3, 1-4, 1-6, 1-7, or 1-11. Task groups were formed on the basis of individual interests. At the end of the small group sessions, the recorder for each group, where time permitted, reported the results for that particular group. An effort was made to allot time for questions, clarifications, additions, recommendations, etc.

Substantive data collected and corresponding data analysis follow for each of the six tasks selected among the five small groups.

Task 1. Graduate teacher education should address itself to career education.

(a) Why?
(b) Give five or more suggestions of ways to approach this task. Describe or outline those ways sufficiently to communicate how.
(c) List the implications that the preceding has for graduate teacher education faculties and their personnel development.

In the small as well as large group discussions of task one, general comments were relative to career education concepts/ movement, teacher education institutions, institutions of higher education in general, as well as career education in the public schools. Comments were paraphrased and classified as issues, problems, questions, needs and general recommendations. For a categorical listing, please see Appendix I', pp. 391-393.

Workshop participants agreed that graduate teacher education should address itself to career education. Several facets of task one were discussed and clarified before the groups could come to a consensus about why and how teacher education should address itself to career education and before the groups could list the implications for graduate teacher education faculties and their personnel development. The main focus of the groups centered around (1) the need to provide flexibility (including specific career education courses) into graduate programs to increase graduate students' awareness of and experiences in career education before entering the work world, especially the public school systems; (2) the need to strengthen the relationship among university, public school, community, and business/ industry personnel in an effort to progress cooperatively and succeed in the career education movement; (3) the need for more active participation on the part of graduate students in planning and implementing career education (at UCLA, there exists a Graduate Student Association in Education which has been very active and successful in taking actions to meet student needs); (4) the issue and problem of who should take the leadership role for career education; (5) the issues of what areas (if any) internships should be offered by graduate teacher education to maximize the career education experiences of its students. Internship programs may be divided into three phases: observation, partial participation, and full participation; and (6) the legal implications of career education outside the school building. One of the business/industry representatives pointed out that all sorts of problems and pressures come from insurance companies, administration, as well as union members regarding field trips/tours and other related activities for students under a certain age.

Two questions that the group focused on were (1) should the dean of the college of education take leadership responsibility for career education or should he not, and (2) why? More workshop participants than not agreed that the deans of the colleges of education should not necessarily take a leadership role (especially in mandating responsibilities) but rather take the role of a facilitator/supporter to the area(s) where the interest of his staff lies, hopefully in career education and its growth.

Those who took an opposite stand on the previous question debated that on many university campuses, faculty members are not prone to take actions on any issue unless mandates are passed or some type of reward is given. It was believed that if the dean does not take major responsibility for promoting the career education movement, the movement will perish. One participant commented that the question at hand centered on the definition of two phrases: formal leadership and informal leadership. Formal leadership is that leadership which is appointed or elected. Informal leadership is that leadership which emerges from the group (faculty). It was strongly believed by the participant that the latter form of leadership would be most effective, stronger, and create more involvement even though it might take longer. The discussion on this question ended with a consensus that all institutions have their uniquenesses and, therefore, leadership must come from different sources.

Several recommendations were made to assist the career education movement in flourishing generally. Participants recommended that (1) more advisory committees be established and utilized; (2) more graduate students as well as personnel from disciplinary areas outside of education be involved in career education planning/implementation; and (3) institutions of higher education, especially graduate teacher education institutions, provide more flexibility in their programming to meet the career education needs of their students. Additional recommendations made are found in Appendix I', p. 393-394.

Once participants had discussed and clarified some of the areas mentioned above, they focused on why graduate teacher education should address itself to career education and developed the following list of reasons:

1. because career education is a sound educational concept;
2. because career education meets the demands of the public sector;
3. because being a broad concept, career education utilizes personnel and resources from diverse areas, thus maximizing student experiences and minimizing needs;
4. because career education seems to provide a basic and sound approach to solving some of the problems of present day education, such as dropout rates, improper training, etc.;
5. because career education acknowledges the need for and utilizes community resources and advisory committees;
6. because career education meets the cry of relevancy in education;
7. because through the involvement of teachers (in-service especially), attitudes of students toward the world of work plus needed competencies by teachers will change and improve; and
8. because teacher education programs have a responsibility for preparation of teachers and other educational leaders who will have control over the quality and depth of educational experiences of students.

Upon establishing the fact that graduate teacher education should address itself to career education and stating reasons why, the group recommended the following alternative approaches to accomplishing task one and the implications for graduate teacher education faculties and their personnel development.

Alternative Approaches

Appoint an interdisciplinary committee (by administration) to study and recommend changes/recommendations. Appoint a staff to implement changes/recommendations.

Write career education into programs as competencies; an assumption was made that institutions were involved in planning/implementing performance or competency-based teacher education programs and concluded that the more one writes career education into teacher competencies, the more one can generate interest and activities in the area.

Allow a faculty member or a department chairman to write a position paper on career education, assuming that there is no interest on the part of administration.

Conduct workshops similar to this one.

Determine state plan and its priorities relative to career education.

Determine state resources for funding/implementing career education.

Implications

More workshops at federal, state and local levels.

Students requirements/awareness in the following areas: funding sources, how to acquire/request funds, how to write proposals and how to determine availability of materials.

Incorporate career education plans into already existing staff development plan(s).

Alternative Approaches

Seek career education internships for faculty members.

Explore community possibilities--Chamber of Commerce.

Explore off-campus possibilities--career education courses, etc.

Task 3. There exists the point of view among some that career education can or may perpetuate many existing problems related to economic status and opportunity for employment by individuals of minority or disadvantaged groups.

(a) Identify those groups who must take responsibility for leadership in building in "checks and balances" to prevent those engaging in career education from adding to the existing problems.
(b) Suggest realistic ways that each of the groups identified in (a) might address building in "checks and balances" as precautionary measures.
(c) What are the implications, if any, of these concerns stated in this point of view for graduate teacher education?

The basic activity of the small group selecting the above task was brainstorming of ideas as they related to the career opportunities for individuals of minority or disadvantaged groups. The following is an analysis of the comments made by group members.

One concern of the group was that if career education is a form of social policy, career education should be clear in definition of terms, premises, purposes and objectives. A clear statement outlining concern and position regarding equitable advancement of all groups in the career education movement should be made.

There is a tendency for developers of materials to assume that once materials are supplied in the field, they are distributed with fairness to all. This is an assumption that should not be made and additional examination and followup should be conducted in an attempt to insure equality for all students.

The group pointed out that those with leadership responsibility and decision making power have a tendency to make value decisions regarding the kinds of awareness, exploratory, and preparatory activities to which minority students should be exposed. For example, a school principal or classroom teacher may decide that because of the socio-economic status of the students living in the ghetto, a field trip or site visit to the assembly department of the Ford Corporation would be of more interest and benefit to the students than a trip to the county court house where students may become aware of and even participate in the regular activities of a judge and his/her court for a day. The point is that decision makers make value judgments, consciously or unconsciously, relative to the kinds of job opportunities and experiences to which certain populations should be exposed. This kind of approach seems to impede the opportunities of minorities and the disadvantaged whereas by omitting certain opportunities/experiences, one contributes to neglect in providing a broad base of experiences for all students. Minority leaders are very skeptical and sensitive to such an approach.

The societal value system, therefore, must be improved before career education can be respected and accepted by all people, especially the disadvantaged. Society makes value judgments about certain kinds of jobs, and the criterion for job priorities is not necessarily the amount of money earned, but the degree of job responsibility and the nature of the environment. In society a secretary will be looked upon more pleasantly than a garbage collector, even though the garbage collector may earn more money. If career education is to prepare individuals for entrance into various job markets and to make their work meaningful, interesting, and of value to them as individuals, society must destroy the stigma of prioritizing jobs to meet social acceptability. One must not be haunted with the perception that his/her job is demeaning or demoralizing in the eyes of society, even though that job may be satisfying to the individual concerned. This is particularly true in the case of minorities or the disadvantaged. An example was given of a factory worker who dressed as an executive each morning before leaving for work, changed to work clothes at work, and changed again to executive attire for his return home. Why, was the question raised.

Care in career education program planning should be exercised not to increase the existing gap among the learning capabilities of youth entering classrooms from different socio-economic backgrounds. For example, students in a career education program who benefit most by learning about the world of work and by becoming aware of the availability of job choices/opportunities open to them after graduating tend to be the same students who would likely benefit most from any other educational program. Career education programs should emphasize assisting those students whose learning experiences in ongoing educational programs have already been demonstrated not to be successful.

One approach to the problem would be for program planners and teachers not to assume that the experience base of every student is the same upon entering the classroom, but rather, to recognize and identify the different levels of experiences among students and to plan (and individualize) career education programs to meet the socio-economic difference in background experiences of students.

Another point discussed was the lack of a representative number of blacks on councils, committees, boards, etc., where decisions affecting the disadvantaged or minorities are made. Participants felt that there is a vital need for input from black leaders to discuss and resolve some of the problems related to the disadvantaged in present as well as future educational programs.

If career education is to succeed in meeting the lifelong needs of all individuals in society, especially the disadvantaged, career education must (1) clearly state premises, purposes, objectives, and strategies for meeting the needs of all constituents of society; (2) destroy the need of society to make value judgments as well as decisions regarding job priority; (3) involve black leaders in planning and implementing career education programs for the disadvantaged; and (4) increase the awareness of and placement of minorities in additional managerial and administrative kinds of positions.

Task 4. Identify and list career education needs of students which are appropriate to be addressed at the graduate teacher education level.

(a) Check those which are being met in graduate teacher education.
(b) Proposed alternative ways in which those needs not being met could be met in graduate teacher education.
(c) List guidelines for change in graduate teacher education to meet career education needs of students.

Participants of the small group considering task 1-4 spent most of their discussion time allotted considering task one (1); therefore, relatively little time remained for consideration of task four (4). The group did, however, recommend the following alternative way in which student needs could be met in graduate teacher education: utilize community advisory committees for the following purposes: (1) to support demands for additional services and resources in needed areas; (2) to recommend what programs to offer, (3) to support graduate internship programs; (4) to examine and broaden student employment opportunities; and (5) to do research and planning to meet the future needs of graduate students.

Task 6. You are a dean of education who has received unsolicited requests from local school administrators, counselors, and public school teachers for assistance in preparation of staff to implement career education. These requests over the past year have now reached significant numbers to require a response from your institution regarding what, if any, support or leadership can be provided them. Outline the steps or procedures which you would implement as dean to arrive at the response which you would give to those who have made such requests.

In an attempt by the dean of the college of education to respond to the numerous requests by local school administrators, counselors, public school teachers and the like for support or leadership from his/her institution to prepare staff to implement career education, the group selecting this task suggested several steps or procedures which the dean might use in responding to such a request. The dean should assess the needs in career education by

1. determining if the request for support is a legitimate one;
2. assessing resources;
3. assigning individual(s) responsibilities for coordinating career education programs (maybe via a coordinating council; an ad hoc committee, appointed by dean, department chairman, combination of faculty members from various departments, public school personnel, or others);
4. examining initial pilot projects and workshops to gather more information on the progress made in various career education centers, policies and by-laws being developed and implemented; and studying departmental and institutional approval of in-service programs to assist in the development of a career education program to meet the needs of those requesting assistance.

The cry for relevancy in education is being expressed by concerned citizens day after day. The time has come when institutions of higher education, and especially colleges of education, must be more accountable for meeting the in-service and preservice needs of the community if they are to survive. The career education orientation and training of higher education personnel must be given first priority in the provision of assistance and support to the career education needs of the immediate community and society.

Task 7. Identify/list obstacles to implementing change in graduate teacher education. Suggest two or more ways to cope with each of those inhibiters.

In the listing below, workshop participants who selected task seven (7) identified several obstacles to implementing change in graduate teacher education and suggested in most cases strategies/ways to cope with each constraint.

Obstacles	Strategies
Traditionalism in the university/graduate teacher education structure.	Competency-based education wherein one of the main purposes of educational institutions is to provide a product to society in which the institution is capable of adapting to change and in which the institution has the capability and resources to meet the needs of the community and society. Since universities are the last segments of society to implement change, one attempt to change may be made initially by making small increments of change within the university structure.

Obstacles	Strategies
Lack of information and field experiences.	Provide an extension agent mechanism, possibly patterned after agricultural extension, to disseminate information and facilitate field experiences.
University ethics.	Gain more power and esteem from other departments within the college of education. Make known the need/demand for graduate teacher education programs and the accomplishments of such programs, and the relevancy of teacher education programs to other segments of education and to society. Teacher education programs are considered low on the list of respected departments in education.
Lack of intellectual reward for graduates, especially masters degree students.	Place more emphasis on accountability, which may enhance intellectual interest in broadening one's educational experiences through pre-service and in-service educational programs, rather than in seeking higher degrees for the sole purpose of obtaining salary increases.
Isolation of graduate schools from the public schools and the needs of their constituents, and the needs of the labor markets and society.	Provide alternative approaches to educational experiences; e.g., competency-based teacher education.
Lack of power because teacher education is a neophyte in the university setting.	Provide joint appointments to committees, councils, etc., when making decisions concerning departments or programs. Allow neophytes in university settings some voice in decision making capacities.
University reward system.	Decrease reward for research and increase reward for developing teaching competencies to meet students needs and to recognize community services and involvement.

	Organize graduate students to indicate their needs and demand that teacher education programs meet these needs.
	Inventory consumers to identify their needs and how their needs may best be met.
	Strengthen the line of communication among university personnel, graduate students, and consumers to provide feedback for change in graduate teacher education programs.
Presence of university committee system.	Involve committee members wherever possible in discussions on needed change in graduate teacher education programs; keep them as informed/ knowledgeable as possible regarding successful changes that have occurred at other institutions; demonstrate a need for change in present programs; and provide alternative strategies for change.
Lack of stimuli to universities from state departments of education, USOE, NIE, etc., regarding career education.	Improve the lines of communication between universities and these agencies for the purpose of securing funds and utilizing whatever other sources are available.
Dependency of university on student credit hours.	Determine alternative ways for programs to become self-sustaining.

The large group discussion dealt with several of the preceding obstacles and strategies reported by the small group recorder. Traditionalism has always been a defense against any changes in society ever since the beginning of time, whether they be career education changes or others, and in today's fast growing world of technology, all segments of society (especially teacher education institutions) feel threatened by the rapidity of change. Alvin Toffler discusses this issue as well as others in his book titled Future Shock. Institutions of higher education are very slow in making drastic changes in their instructional programs. More and more each day teachers, public school administrators, students, and other constituents of society are imposing pressures and demands on institutions of higher education to keep abreast of changing times in order to provide the community/society with the best products and experiences possible.

One of the major barriers to making changes in institutions of higher education/teacher education institutions is the university committee system. Workshop participants felt that most members of this committee system, even though not necessarily traditional and conservative in their thinking about change and progress, must have a thorough and clear picture in mind of what is being proposed before making decisions for immediate change. One of the purposes of the committee is to insure gradual university changes. It would be disadvantageous, however, for graduate teacher education institutions not to keep current and, to make the necessary program changes to provide relevant educational experiences for their constituents. For example, if the needs of those affected by teacher education programs are not met, the institutions stand to suffer from a decrease in enrollment as well as other serious consequences.

Several years ago teacher education institutions entered the university setting with strong resistance, because traditionally teacher education took place in normal schools and was considered to be training, vocational type education. This created an impediment for changes in teacher education because on most campuses teacher education does not have the power nor prestige to make needed changes in its programs. There is an exception, however, on the Bowling Green State University campus where the strongest, most powerful college is the college of education. A possible solution to this impediment is recognition of joint faculty appointments. The University of Florida is already utilizing the joint-appointment approach, but no mention was made as to its success.

Another obstacle to change in teacher education relates to the university reward system. This reward system does not necessarily contribute to change even though that may be one of its purposes stated in writing. Most universities are in business for teaching, service, and research--in that order. In reality, however, that order is not the case; research receives the largest reward. Even though one may be a very competent university teacher and/or is actively engaged in providing community services (educational), he/she may not in most cases get the kind of reward received by one who conducts research. It seems that the focus has shifted from making students aware and prepared for all the opportunities that may be open to them in society, to university personnel requesting grants to conduct research. Several ways have been listed previously herein to cope with this obstacle to change.

In the discussion for change, participants recommended that graduate schools/teacher education institutions follow the pattern of law and medical schools. The university school of education could be organized similarly to the law or medical schools, where the college of education would be free to make decisions and changes when and where necessary. Undergraduate teacher education would no longer exist except as pre-educational training. There was discussion as to whether a fifth year might be necessary; in other words one would apply to the college of education (after receiving his/her bachelor's degree in higher education) to obtain a year of professional education before entering the classroom.

A program similar to the one mentioned above already exists in California at UCLA (University of California at Los Angeles). The program will, however, terminate this year because results indicated that the student teaching experiences were not well integrated in the teacher education program. The results of the program at UCLA pointed to the need for a closer unity of experience with academic pursuits. The University of California at Los Angeles is attempting to supply this need by offering a degree toward a credential program. The program is so organized that certain experiences are required in a bachelor's degree program; one may receive his/her degree and credentials simultaneously. Another participant pointed out that the University of Florida and some other institutions in the state had implemented a similar degree/credential program (under another name) to that of UCLA, and it was not a successful one. Reason why was not given.

The establishment of preservice training centers for the purpose of integrating theory and practice into the experiences of students has also made progress at some university campuses. At the University of Kentucky campus, preservice training centers have been in existence for over twenty-five years, wherein students gain student teaching experiences in the second semester of their senior year. The university offered theory courses each morning; students return to designated centers for practical experiences in the afternoon. Every other Wednesday appropriate faculty members, supervising teachers, and student teachers meet for seminars. A program such as this could be effectively implemented only if the centers are within a realistic distance from the institution of higher education.

The Ohio State University preservice training program provides similar kinds of experiences for its teacher education students; however, students are provided observations/participation teaching experiences at some point in their freshman year training. This program provides students an opportunity to explore the teaching profession to make sure they have chosen the profession of their interest.

For those participants who were concerned about the dependency of the university on student credit hours, one participant indicated a possible strategy to overcome such an obstacle. The Florida state legislature has made special appropriations to several of the state's institutions of higher education to test/implement the agricultural model of extension agents. The University of Florida has been given monies to incorporate four new line items which will not be dependent on student credit hours for support. Support will come from service activities in the schools, not credit service activities in school. Florida has also passed a teacher center education act where there will be a collaborative effort among center personnel, classroom teachers, university personnel, and public school administrators to produce (on a competitive basis among centers) a product salable to the State. The point to be made is that universities need to expand their funding resources so as to not be dependent on student credit hours. Federal and state agencies could assist universities in this effort by allocating more monies for university activities, especially pilot testing activities for change.

The data analyzed on task seven dealt with some of the immediate obstacles teacher education institutions/institutions of higher education face in an attempt to implement needed changes. From a review of the obstacles and strategies displayed earlier herein, one could conclude that basically all obstacles as well as the alternative strategies or approaches to overcome such obstacles are interrelated. Possibly, one obstacle may require one or several of the alternatives listed for overcoming other obstacles, etc.

Some of the most prevalent obstacles to implementing changes in teacher education discussed among members of the group are (1) traditionalism, (2) lack of awareness and involvement from appropriate constituents, (3) lack of sufficient funding resources, and (4) the lack of clout/power in teacher education to demand the necessary resources for change.

Several interesting and realistic strategies for change were suggested by participants; the most powerful one discussed was to place more emphasis on accountability in education.

Task 11. (Others.)
Added by workshop participants on May 30, 1974:

Examine the fourteen recommendations of the Venn paper, pp. 17-21, and indicate group assessment.

Workshop participants selecting task eleven were interested in discussing the section of Dr. Grant Venn's paper (see Appendix D') addressed to recommendations and implications. Dr. Venn stated that the major implication for change in education is that activities once considered the sole domain of specialists have become an area of active involvement for leadership. In other words, a career education program is needed by all in today's society and it can no longer be considered a program for a select group.

In discussing this task, the group commented on the fourteen recommendations as proposed by the author in the form of needs, criticisms, and assumptions made, as well as other recommendations.

Large group interaction on task eleven did not take place due to the workshop time constraints.

Recommendations	Participant Comments
To provide an understanding of the philosophy, practices, and purposes of career education for all those preparing for leadership roles in graduate teacher education institutions.	Acceptable proposal. There is a need to become more aware of what is being done in career education as well as where career education activities take place. There is also a need for a more thorough understanding of career education, but not yet specify it.
To require all graduate teacher education students to engage in short internships or on site visits to talk with involved businessmen, job placement directors, career education directors, teachers and guidance personnel.	Acceptable proposal.
To plan (dean of graduate school) a three to five day workshop for associate deans and department heads in an effort to plan for the preparation of school administrators, counseling and guidance personnel, curriculum specialists and other leadership personnel.	An assumption is made that the dean of the graduate school is committed, interested and willing to take on the task proposed. This is not the route to take if the dean is not committed to the program.
To invite (initiated by the state department of education in cooperation with the Regents or the Board for Higher Education in the State)all deans of education, college and university administrators to a short workshop or conference on the "Role of Higher Education in Career Education."	The assumption is that the state department of education is interested and committed to career education, and that career education has number one priority.

To prepare and disseminate (by AACTE) a special report on the role of the graduate teacher education institution in career education.	There is a need for the AACTE to apply for a grant to accomplish the task, thus demonstrating interest and position taken on career education.
To examine (by each state department of education personnel) state certification requirements in terms of competencies required in career education for those certified for leadership roles in public education by graduate teacher education institutions.	Investigation/examination is needed, but should be broadened to include study of undergraduate competencies.
To fund (by the USOE Office of Career Education) a special study aimed at determining minimum competencies needed by educational leaders involved in advanced degrees and certification in graduate teacher education institutions.	The recommendation seems premature.
To prepare a jointly sponsored study and report (by AASA, NASSP, and NAESP) of the competencies required by school administrators to adequately provide leadership for planning, implementing and evaluating career education in local school systems.	Competencies should be identified and analyzed, but not yet specifically defined.
To prepare statements of the role and competencies necessary for personnel prepared in their specialties to provide leadership in career education (to be prepared by the American Personnel and Guidance Association and the American Society for Curriculum Development).	Competencies should be reviewed but personnel is not yet ready to define what competencies are at this point.

To develop and disseminate a statement of ways vocational leaders could cooperate effectively with those assigned the responsibility of leadership for the total educational program (to be developed and disseminated by the American Vocational Association).	Recommendation seems premature.
To conduct a study and issue a report (The American Council on Education) on the Responsibility of Higher Education for Career Education similar to the study done in 1962 on Post Secondary Vocational and Technical Education.	There is a high priority need for such a task to be done before developing competencies. Professional organizations could then proceed.
To provide (by USOE) a priori expenditures to graduate teacher education institutions that will commit themselves to a major study and reorganizing of their programs that will make career education a part of the total graduate and undergraduate programs in their institutions.	Acceptable proposal.
To examine the possibility of salary advances for work experience as an equivalent for sabbaticals and formal study so as to determine what experiences would provide new competencies for graduate teacher education staff. To examine the possibility of exchanges between staff and personnel in business and industry as a method of gaining new competencies both from within graduate schools and for staff improvement.	There is some question concerning the exchange possibilities between staff and business. There is a need for a program to be developed within the university. Alternative means need to be developed to insure a cooperative relationship between staff and business/industry personnel--use of advisory committees may be one alternative.

To seriously study the kinds of field experiences, outside the institutional framework, needed for those preparing for leadership roles, especially, in regard to career education. Doctoral preparation programs in graduate teacher education institutions need serious review.	A minimum number of specified field experiences should be required for all, especially those preparing for leadership roles in education.

The small group on task eleven made several interesting observations and comments regarding the recommendations proposed by Venn. There are several needs to be met and assumptions to be resolved before many of the recommendations may materialize. For example, it must be determined that the dean of education or state department of education personnel should be assigned some of the tasks indicated above, and also, if the personnel are committed to the cause to see that it works.

Participants indicated that in many cases, the larger portion of those with leadership responsibilities in education still does not have a clear perception of career education, and until this need is met little change can occur.

A very strong recommendation coming from the fourteen was the involvement of professional organizations, business/industry personnel, and other constituents of society to assist institutions of higher education in expanding resources and support for fundamental changes required in graduate teacher education, especially in developing ways to integrate career education into the preparation programs of educational leaders.

IV.
Workshop Evaluation

A participant evaluation instrument (see Appendix E') was distributed to twenty-five workshop participants to be returned the week following the workshop. Eighteen (75%) evaluation forms were returned.

The evaluation instrument focused upon four major areas: (a) evaluation of general planning for the workshop, such as pre-workshop materials/information, and pre-workshop activities; (b) evaluation of workshop objectives; (c) evaluation of the effectiveness of the basic techniques utilized in the workshop; and (d) constructive criticisms/suggestions for the workshop, including the degree to which workshop experiences contributed to the career education personnel development movement. The evaluation instrument concludes with a section on demographic data. The tabulations of demographic data may be found in Appendix H',

Workshop participants indicated to what extent the workshop succeeded in accomplishing the workshop objectives found in Appendix E'. Total number of responses varied for each item because responding participants did not, in all cases, rate each evaluation item.

Figure 1 (see Appendix J') shows the percent of responses for each of eleven workshop objectives. While 61 percent of the respondents indicated that the workshop met quite well the objective of providing opportunity for participants and staff to get acquainted informally, Objectives 4, 6, 8, 9, and 11 were rated short of being adequately met by 44 to 63 percent of the respondents.

Ratings of participants indicated that the highest percent of participants responded that the workshop succeeded from somewhat to adequate in its attempt to meet Objective 2 (outline of purpose, directions, procedures). It was expressed by some participants that more time should have been provided for further information on workshop purposes, more background information related to the project, more discussion of the proposed workshop product, expectations of participants, etc.

Fifty percent of the participants rated Objective 3 (critique of Keller paper) as having been met quite well. Comments concerning the Keller paper ranged from good to vague. [More time was provided for critiquing this paper than for the other two.]

Participants made the following comments in regard to Objective 4 (critique of Bell paper): least effective critique due to quality of paper and lack of time for analysis; author did not understand assignment; critiques presented were good; and very weak paper to work with.

The majority of the participants reacted to Objective 5 (critique of Venn paper) very positively. Adjectives used to describe the Venn paper were excellent, best, good. A comment was written that the total group involvement for this paper was perfect.

Forty-three percent of the participants responding rated the workshop as being adequate in considering ways for improving participant involvement (Objective 7). One participant commented that grouping by interests when discussing tasks was excellent.

Thirty-seven percent of the particpants rated Objective 10 (guidelines for change) as being met somewhat and 37 percent rated it as being adequately met. Some comments regarding Objective 10 included the following: not enough time to adequately deal with the problem; and need to see final papers to determine if anything significant developed.

In Part C of the evaluation instrument, participants evaluated specific techniques used in the workshop. Generally, the majority of the participants regarded most techniques as being adequately effective. Figure 2 (see Appendix J') shows that work/interaction in small groups was quite effective.

Sixty-five percent of the respondents felt that the three papers written specifically for the workshop were less than adequately effective. Varied comments related to the three papers included the following: one paper irrelevant; one too broad; one not focused on problem; not the best quality, far from excellent but prompted discussion; not so effective as they could have been if not rushed.

It should be pointed out here that the paper writers for this workshop were very reluctant in accepting the responsibility of providing papers which would adequately serve as a data base for discussion due to the short time frames involved. The time constraint created problems not only for authors of papers, but for workshop participants and staff as well.

The project staff believes that the time constraint for proper/sufficient planning is directly related to the low rating of some objectives as well as some low ratings of other activities.

Thirty-five percent of the respondents regarded the student panel for the discussion of the paper on student needs to be adequately effective.

Due to a change in workshop activities for the purpose of insuring maximum interest and participation for the second day, there were few responses completed for item 8 in Figure 2; and those who did respond to item 8 technique rated it not at all effective.

There were both positive and negative overall reactions to the techniques utilized in the workshop, some of which included insufficient time for analysis; discussion more emotional than intellectual; sessions too short to get discussion out; prompted interaction; excellent interest groups; not much time to organize data.

General Planning

In Part A of the evaluation instrument, participants were asked to describe the extent to which workshop planning met their needs. Generally, the participants rated workshop planning as quite well. Participants ratings of each area of the workshop planning are presented in Figure 3 (See Appendix J'). Relatively high percentage ratings were given the registration procedures (44%), room accommodations (56%), meals (55%), meeting facilities (61%), and the free evenings (53%). None of the highest percentage ratings for each area of workshop planning fell in the category of less than adequate.

Figure 4 (See Appendix J') represents the participants' recommendations for planning the appropriate length of future workshops if similar to this one. While more than 50 percent of the participants suggested that the workshop remain two days in length, 23 percent of the participants recommended the workshop be three days in length. Four participants recommended alternative days for which a similar workshop could be conducted: two and one-half days, three or four days, four or five days, or five or six days in length.

Overall comments regarding workshop planning included some of the following phrases: insufficient time for planning a meaningful contribution; guidelines very useful but not specific enough; should have received pre-workshop materials sooner; format for critique notes not necessary; hotel accommodations more than adequate but located too far from other places; more organized time for those who would like to have known more about OSU and Columbus; transportation after workshop a problem; excellent local transportation to and from airport/CVTE. Some participants felt that the tour of CVTE could have been more detailed and longer. Thirty-three percent of the respondents felt that the length of the workshop was more than adequately planned.

In Part D of the evaluation instrument, workshop participants were provided an opportunity to make written comments, criticisms and recommendations regarding workshop activities as well as reactions towards the career education movement. A complete list of comments made in Part D may be reviewed in Appendix J' of this report.

Responding participants made several very interesting suggestions for alternative techniques/structure/format which could be used if a similar workshop were held. Some of the most common suggestions are listed below. See Appendix J' for a complete listing of suggestions.

1. Conduct two-hour small group sessions for discussion of each paper.
2. Conduct two-hour total group summary sessions for each paper.
3. Provide two-hour evaluation session of workshop.
4. Utilize facilitators to keep groups on topic or objectives.
5. Include those experienced in career education to assist workshop planning.
6. Select participants who are involved in career education at all levels to develop papers.
7. Provide paper writers an opportunity to be present at the workshop to defend/answer any questions/concerns that may develop.

8. Include on the list of participants more people who are experiencing the problems being identified in the career education movement.
9. Involve more participants with leadership responsibility/power for bringing about changes.
10. Provide two-hour total group discussion of present activities or programs.
11. Plan a two-hour small group discussion of guidelines and a four-hour total group summary of guidelines contributed by each group and an evaluation of each for a conceptual framework.

In addition to suggesting alternative techniques to be utilized in similar workshops, participants were also asked to identify strengths and weaknesses of this workshop. Workshop participants pointed out a number of areas where the workshop strengths and weaknesses lay. A list of some of the strengths and weaknesses of the workshop follows; a complete listing of workshop strengths and weaknesses as indicated by participants is found in Appendix J'.

Strengths

1. Small group.
2. Group represented a broad spectrum with diverse backgrounds.
3. Opportunity for equal interaction among participants.
4. Flexibility of leaders.
5. Provision for group input to planning.

Weaknesses

1. Inadequate time for preparation on part of participants.
2. Too much hierarchical representation.
3. Lack of good introduction and setting of the stage.
4. Lack of a group who were very knowledgeable of career education.

Strengths

6. Good atmosphere which encouraged individual participation.
7. Provided opportunity to share/discuss problems with teacher educators.
8. Graduate student involvement.
9. Workshop activities not overly structured.
10. Created interest through self-selection of problems (tasks)

Weaknesses

5. Time frame too short.
6. Outcomes too vague for specific input.
7. Lack of predetermined goals of workshop prior to workshop.
8. Lack of paper writers being present at workshop.

A relatively large number of participants felt that the workshop was adequately planned, especially in providing opportunities for interaction/exchange of ideas among members of such a diverse group. The weaknesses of the workshop pointed out in the preceding listing are legitimate ones and should be given considerable thought when planning other workshops of this nature. Some of the weaknesses indicated, however, were induced by the constraint of time for workshop preparation/planning/implementation.

Workshop participants reacted favorably as well as unfavorably regarding the value of the workshop experience to them personally and the value of the workshop experience to the career education personnel development movement. The entire list of comments on this topic may be found in Appendix J'.

As for the value of the workshop experience participants felt that the overall experience provided them an opportunity to meet, interact and share ideas and experiences with participants having different backgrounds; helped to broaden their knowledge/awareness of career education across the country; helped to conceptualize career education and to determine what career education is not but should be; provoked interest to devote more research and thought to the career education concept; helped participants understand some of the problems of teacher education programs across the country; enhanced discussion among educators concerning the merit of career education, justification and reevaluation of career education, and the ways in which some existing career education projects are being implemented; broadened views on student needs in career education; and indicated that individuals from all levels of education were concerned with the problems of the career education concept/movement.

When asked to state how and to what extent the workshop experience had been of value to the career education personnel development movement,some comments reported by participants were that the workshop experience had been of value to them in that it (1) strengthened their desire to move for reform without a well developed plan for what reforms should be addressed; (2) provided an opportunity for participants to explore alternative ways of implementing career education in their respective institutions; (3) pointed out through participant interaction the need for career education programs on college/university campuses, as well as the need for occupational information on the graduate level; (4) identified personnel development needs in a total perspective rather than the more visible components of teaching and counseling; (5) brought new or fresh ideas to mind and has perhaps begun thinking on the need to implement these concepts into the graduate schools. Additional comments may be found in Appendix J'.

The career education workshop, considering the constraints under which it was planned, seems to have done a more than adequate job in motivating participants to return to their respective institutions with a desire/hope to take some actions to promote career education. Some phrases describing the various actions which this workshop motivated participants to take upon returning to their institutions include the following: investigate funds; utilize community resources in present career education programs; investigate programs to become more knowledgeable about what is being done, what needs to be done and what can be done and how; look at career education to determine how, why and to what degree it differs/varies from current educational practices; examine constraints/impediments to implementing career education; develop strategies to implementing career education programs; and improve the relationship between local schools and teacher education institutions. The remaining comments may be found in Appendix J'.

Evaluation Summary and Conclusions

The National Workshop for Career Education Personnel Development in Graduate Teacher Education was attended by two deans of colleges of education, two professors of educational administration, seven graduate teacher education students, two professors of secondary education, two professors of elementary education, one community college representative, two business/industry management representatives, one proprietary school representative, two professors outside of education, two professors of vocational education, one Ohio State Department of Education representative and one representative from the United States Office of Education. The participants attending the workshop represented seventeen states and the District of Columbia. Representation from one state within each of the ten USOE regions was maintained. The institutions and agencies participating represented a full range of those possible within the limitations of workshop size and funding. The teacher education institutions were chosen from among the original seventy-five institutions represented in the National Conferences for Deans and Professors of Educational Administration in April and May, 1972.

Workshop participants included six females and nineteen males; the majority of those responding to the evaluation instrument were forty-five years old or less. The participants of this workshop came from diverse educational backgrounds. Each responding participant had at least fourteen years of educational experience (the majority having over fifteen years of teaching experience), and at least two years of work experience other than teaching. The areas of work experience stated by participants were varied; a list of all areas of work experience as well as a list of avocational interests which have work implications may be found in Appendix H'.

General workshop planning was rated quite well. The objectives for the workshop were less than adequately accomplished, in most instances due to some of the constraints pointed out earlier in this report. Two major strengths of the workshop were, however, the involvement of graduate teacher education students and the opportunity for interaction among participants. Most workshop participants felt that student involvement in activities such as this workshop and other activities involving students and their needs was long overdo. While 50 percent of the responding participants indicated that Objective 3 (critique of Keller paper) was accomplished quite well, 44 percent indicated that Objective 4 (critique of Bell paper) was less than adequately accomplished, and 44 percent indicated that Objective 5 (critique of Venn paper) was adequately to quite well accomplished. Workshop staff acknowledges the constraints under which they as well as authors and participants had to work; the major constraint was time.

Most participants indicated that Dr. Keller's paper was too broad in scope and did not actually provide a career education conceptual framework. The paper did not address itself to the definition of career education; terms were not adequately defined, etc.

Dr. Bell's paper was too narrow in focusing on the career education needs of students. Participants expressed that the needs addressed in Dr. Bell's paper were the more traditional graduate student needs, and very true ones indeed; however, participants had expected the author to go beyond the traditional needs of graduate students and focus on those experiences needed by graduate students in preparation for an environment in society demanding more career education kinds of experiences.

Although less than 50 percent of the participants rated the objective of Dr. Venn's paper as adequately accomplished, it was basically a consensus among participants that Dr. Venn's paper was the best written paper of the three. The paper focused more on the topic addressed; it was very thought provoking; it presented realistic issues, problems, implications and the like. The paper overall (especially the section on recommendations and implications) provoked interest, discussion, debate, thought, insight, and purpose for change among workshop participants.

There were several strengths and weaknesses of the workshop activities. The diversity of the group and the inclusion of graduate students were considered to be strengths for the success of the workshop; however, the dominating criticisms and weaknesses of the workshop were lack of sufficient time for discussion in small and large groups, to provide orientation to workshop purpose, product, expectations, and the degree of career education awareness among participants. Basically, too much time was spent in defining career education, clarifying career education concepts, coming to agreement on what career education is/is not.

Participants indicated that overall, the workshop activities had developed within them very positive attitudes/convictions toward career education. The majority of the participants were stimulated to take some actions upon returning to their respective institutions/agencies to promote the career education movement through (1) becoming more knowledgeable and aware of career education and career education programs, (2) improving existing career education programs and testing/implementing more of the successful ones, (3) clarifying wherever possible some of the definitions/issues/problems associated with career education, (4) expanding resources to include community resources, and (5) developing and seeking funding for new career education programs.

V.
Data Summary

In this section, a summary of the data collected as a result of conducting the National Workshop in Career Education Personnel Development for Graduate Teacher Education is provided. It is recognized that any summary that is prepared from data collected in group discussion is limited by the subjective tendencies of individuals within the groups and of the summarizers. For the benefit of the reader who may wish to check upon the objectivity of the interpretative/summarizing capabilities of the writer, substantive listing of comments and selected verbatim discourse are available in Appendix I', pp. 370-394.

The data summary is presented in three parts: (1) summary of critiques of the three papers, (2) summary of small group/ large group discussions of participant-selected workshop tasks, and (3) summary of participant evaluations of the workshop. Closure of this section includes findings and/or suggestions gleaned from all workshop data presented in this report.

Summary of Critiques of Three Papers

Criticisms of the three papers were both varied and common. Basic differences recognized among the papers were those of quality, expectation, emphases, voids, documentation, depth of treatment, application of theory, relevancy to graduate teacher education, and practicality or potential use. Common to all three paper critiques were criticisms of lack of clarity of definitions, if any; agreement and disagreement; suspicion of authors' motives; need for flexibility in whatever is designed in graduate teacher education; the problem of cost; accountability to the graduate; improvement of graduate teacher education; and the difficulty of limiting consideration to only one aspect (graduate teacher education) of higher education.

Overall assessment of the three papers by participants, based upon their critiques, ranked the papers addressing (1) problems encountered in planning/implementing career education in graduate teacher education institutions, (2) a proposed conceptual framework for career education at post secondary level, and (3) career education needs of students who participate in graduate teacher education programs--in that order. Ordering by participants of the relative values of the papers was related to their overall quality and clarity, thoroughness of meeting expectations of the readers (participants), how well documented each was, the relevancy to graduate teacher education (perceived status), the amount and depth of information and understanding provided, and the practicality or potential use(s) of each.

Participant critiques brought forth a number of paper-specific differences through comments relative to the fact that (1) the conceptual framework for post secondary level did not recognize a conceptual framework for elementary and secondary education as necessary to that proposed for post secondary level [Author excused this need by stating that the focus was irrespective of the elementary/secondary schools.]; (2) the career education needs of students for graduate teacher education did not address meeting professional needs of students but rather only the personal ones, to cope within the graduate teacher education program and the higher education system; and (3) the tone of the problems encountered in planning/ implementing career education in graduate teacher education institutions should be tempered initially in the paper--otherwise, it was excellent.

Statements were made specifically regarding possible uses of the papers: (a) the proposed conceptual framework for post secondary education may find use in in-service programs or in a philosophy or principles of education course wherein thought and discussion are desired; (b) with some reworking of the existing paper and its extension to include professional career education needs of graduate teacher education students, the career education needs paper may be useful to preservice and in-service education preparation; and (c) the paper addressing problems encountered in the planning/implementation of career education in graduate teacher education programs can be used in local settings for stimulating thought and discussion and for planning purposes.

Questions posed in the critiquing of papers were many and varied. At the same time that the many questions demonstrated keen interest in the career education movement as it relates to graduate teacher education, the nature of questions often demonstrated the great amount of conceptual work needed in career education at university level and within community. The nature of questions ranged from the simple to clarify, to the more complex in search of meaning for planning and implementation, to in-depth questions.

Most questions raised seemed to relate to definitions of career education and related terms; to graduate education career education issues, needs, or problems; to graduate teacher education planning or implementation of career education, including identification of priorities, its cost, its "selling" strategies, incentives to staff, competencies needed, qualifications of personnel, where responsibility lies, what should be included (career information, understandings, skills, etc.), who needs training, why there is lack of awareness; and the like. A few questions asked were related to clarification and/or application of suggestions and concepts; many were related to extending discussion beyond the focus of the content of the papers.

In summary, all three papers prompted many inquiries and discussion as well as stimulated thought; questions ranged from the theoretical to the practical.

Needs identified for career education in graduate teacher education embraced those of definition(s), graduate education students, graduate education personnel, community-based personnel, community college personnel, and evaluation. Built-in evaluation components should be part of all career education planning/implementation in graduate teacher education. Such components will aid in improving career education relationships needed between graduate teacher education and local school districts; at the same time, they should help bridge the relevancy gap between graduate teacher education and community agencies (personnel involved in implementing instruction in career education). A need for broadly-based involvement of community persons was emphasized for planning/implementation of graduate teacher education career education.

Regarding the desirability and need for definition of career education, it was pointed out that there should be some tolerance of ambiguity or flexibility to allow for meeting local objectives and meeting individual needs of students. Need for definition is viewed primarily to facilitate communication.

Immediate recognized needs for career education in graduate teacher education were counseling in career education, understanding of theories in career education, and career education models. Specific needs for career education in graduate teacher education included (1) how to begin teaching about the world of work, (2) placement procedures and records, (3) early awareness of opportunities in career education, (4) flexibility in program requirements to permit meeting individual needs of students, (5) opportunities to learn skills, (6) inventory of needs and analysis of common problems, (7) current career information re: supply/demand, (8) relationships of work, education, and culture, (9) matching of aptitudes with individual program of study, (10) changing of institutions before way is made for career education in graduate teacher education, and the like.

Identification/development of teacher competencies in career education was pointed out as needed to help students develop career education performance skills. An emphasis upon performance was viewed necessary in certification practices and in the awarding of degrees. The need for realistic field experiences in career education was emphasized for graduate teacher education. Priorities of career education preparation in graduate education were as follows: (1) in-service, (2) graduate degree, and (3) preservice. Action career education programs in graduate teacher education were proposed as mutually valuable to LEA's and to universities. A need was expressed for recognition of fields of endeavor in career education by graduate education in addition to research and tradition--e.g., teaching at graduate level.

Concepts, too, triggered participant comments relative to definition(s) of career education. The need for definitions prompted discussion of the few author definitions and of participant definitions, concepts, and understandings. Concepts discussed extended beyond those introduced in the Keller paper. Some of the concepts of discussion were as follows: (1) Career education is a derivation of both general and vocational education. (2) Career education provides continuously current career information related to commensurate life styles; and the opportunity to learn and apply decision making skills, performance skills, and understandings such that the individual is prepared to choose wisely a career and his corresponding life style. (3) Career education is lifelong. (4) Career education provides for open-entry to and open-exit from the educational system. (5) Career education provides for integration of theory and practice through observation, participation, and field involvement/employment. (6) Guidance, career counseling, placement, and followup are essential to the career education movement. (7) Learning in career education or in preparation of career education personnel is not limited to local school settings--it may occur as well in an open community environment. (8) Work or life roles is not limited to paid roles.

As in everything else addressed by participants as papers were critiqued, identification and discussion of problems focused initially upon lack of definition of career education. The problem of relevancy of career education preparation also came forth. How to provide relevant preparation programs in career education for personnel was identified as most significant in planning and implementing. Present lack of leadership for career education by schools of education was traced to the origin of USOE and state departments of education not involving colleges of education early in the movement. Attention was also called to the fact that USOE over-involvement could lead to federal control of career education. Participants clearly stated the desirability of control remaining at local levels in career education--particularly goals and objectives in career education. Caution was made against imposing career education upon students and educators; care should be given to starting career education too early in program planning and implementation.

The possible adverse effect of career education upon minorities and disadvantaged persons was seriously questioned by some educators. Another problem identified is one of providing programs for the preparation of teachers of teachers in career education. In traditional graduate teacher education, students and faculty frequently do not have realistic perceptions of what the student is preparing for. Application of theory to practice is a must in preparation for teaching in career education.

Other problems identified and/or discussed were related to (1) form of career education in graduate teacher education, (2) study/revision of entrance requirements to graduate study in career education, (3) improvement/extension of placement programs, (4) extent of dependence of career education problems in graduate teacher education upon existing problems of higher education, (5) dangers in reliance solely on in-service education for career education, (6) certification constraints which are incompatible with career education concepts, (7) getting total university support for career education, (8) development of awareness widely for career education, (9) provision of incentives for teaching career education, (10) implementation of career education without heavy reliance upon new funding, (11) keeping career education from being threatening to those of existing programs and (12) developing shared power, status, and prestige among graduate teacher education and other respected areas of higher education.

Summary of Discussions of Selected Workshop Tasks

Ten workshop tasks were designed/developed to assist participants in jointly focusing further upon questions yet to be addressed in the workshop. Opportunity to extend the list was given participants and one task was added to the list. Participants chose to address tasks one, three, four, six, seven, and eleven. The workshop group chose to have all participants consider task one and one other task of their choice. The following is a summary of those discussions of tasks.

It was agreed that graduate teacher education should provide preparation in career education. Required of graduate teacher education in providing career education was need (1) to provide flexibility of offerings; (2) to increase awareness of and experiences in career education for graduate students before they enter the work world/public school system; (3) to strengthen relationships among university, public school, community, business/industry personnel; (4) to provide for active participation by graduate students in planning and implementing career education; (5) to determine who should take the leadership for career education; and (6) to determine the areas in which internships in career education should be offered to maximize career education experiences for students. The problem and related issues identified by some insurance companies, educational administration, and unions against field trips, tours, participation, or other similar field activities for students under certain ages, must be faced realistically by both community and education.

Most participants agreed initially that the dean of education should not necessarily take a leadership role (especially in mandating career education), but should maintain the role of facilitator/supporter of program planned jointly with staff and others. Other participants pointed out the reluctance of many university faculties to take action or leadership unless they are required to do so or unless incentives offered appeal to them. Because each institution has many unique qualities, it was agreed that leadership must come at university level from a number of sources.

Recommendations made to assist the career education movement included (1) establishing and utilizing advisory committees, broadly based in the community; (2) planning/implementation of graduate teacher education career education by graduate students and multi-disciplinary personnel; and (3) flexibility in programs of career education in graduate teacher education to meet individual career education needs of students.

Some of the reasons given for why graduate teacher education should address itself to career education were the following: (1) It provides a basic and sound approach to solving some of the present criticisms of education through utilization of applications and student involvement in the field to provide relevancy to learning. (2) It is believed that application of the career education concepts to teacher training and to the preparation of teachers of teachers will improve attitudes of students toward the world of work and will develop understandings of the value(s) of education among peoples.

Alternative approaches suggested for addressing career education in graduate teacher education were (1) appoint (by administration) an interdisciplinary committee or delegate to a staff responsibility to recommend/implement change; (2) write career education competencies into existing programs; (3) have someone or several on staff write a position paper (career education) to be shared among staff and administration; (4) conduct workshops (developmental); (5) study state plan and its implications for local level; (6) determine/seek resources for funding/implementing career education; (7) seek internships/ exchanges for faculty members in larger community--off campus possibilities.

Consideration of the implications of career education for minorities and disadvantaged persons emphasized the following. Equitable advancement and equal opportunity for all groups in the career education movement should be possible. Care should be exercised that value judgments of the principal or classroom teacher in making choices of career awareness, exploration, preparation experiences for student learning not restrict the minority or disadvantaged student to experiences of his present socio-economic background. In other words, educators can contribute by default, omission, or wrong value judgments to the impediment of growth and broad-based experiences for minorities and disadvantaged. Society must discontinue prioritizing jobs to meet social acceptability and education must assist in the task. Career education can be particularly helpful in this problem by the teacher identifying differences in background experiences and planning varied/appropriate experiences to supplement those of individuals sufficiently to meet the socioeconomic difference in background experiences of students. Representation of minorities and disadvantaged on councils, boards, committees, etc., which make decisions regarding minorities/disadvantaged is important and essential to solving this problem.

Community advisory committees were recommended for planning graduate teacher education programs to meet career education needs of students. Purposes of the committee suggested were (1) to support needs for additional services and resources needed, (2) to suggest needs for the program, (3) to support internships, (4) to examine/broaden employment/experience opportunities for students, and (5) to plan for future needs.

Steps or procedures suggested for a dean of education to utilize to prepare his response for a community/school group soliciting leadership in career education from the colleges of education were the following. The dean must assess need by

1. checking legitimacy of requests,
2. assessing staff/material/experience resources available,
3. establishing coordinating group of faculty/community for whatever is found to be possible to offer within staff/financial resources, and
4. examination/study of beginnings tried in the field to assist in further program development based upon need in the field.

Obstacles to implementing change in graduate teacher education included (1) tradition; (2) lack of informed staff; (3) lack of field experience opportunities; (4) university power structure; (5) lack of intellectual reward/stimulation; (6) isolation of graduate schools from public schools, labor, industry, society; (7) complexities of university committee system; (8) absence of stimuli from state departments, USOE, NIE, *et al.*, regarding career education; and (9) dependence upon student credit hours.

Suggestions of strategies to overcome constraints were (1) to provide program flexibility and products of the program prepared to cope with change via competency-based education; (2) to make small increments of change initially; (3) to provide the extension agent liaison to disseminate information and facilitate field experiences; (4) to gain respect in teacher education of other departments/segments of the college/university through establishing cooperative endeavors in programs which bring out inter-relationships of teacher education to other programs and to the society; (5) to emphasize accountability--values of experiences and performance surmounting degree seeking or salary increases; (6) to provide joint appointments to committees, councils, etc.; (7) to decrease rewards for research and increase reward for teaching performance and community service; (8) to meet needs of students; (9) to facilitate communication among university personnel, graduate students, and consumers; (10) involve personnel in discussions for needed change; etc.

Examination of the fourteen recommendations of the Venn paper provided a number of observations. There was general agreement with the fourteen recommendations; however, there were some special needs recognized and assumptions made in some cases. Needs pointed out included (1) an awareness of what is being done and where activities are occurring in career education, (2) more thorough understanding of career education, (3) application for a grant by AACTE to demonstrate its interest and position taken regarding career education, (4) broadening of examination of certification requirements to include study of undergraduate competencies, (5) identification/analysis of career education competencies by AASA, NASSP, and NAESP but not specifically define them, (6) review of competencies by APGA and ASCD but not define what the competencies are yet, (7) ACE report should be done before development of competencies,

(8) development of career education in graduate teacher education, (9) development of alternative means for insuring cooperative relationships between university and business/industry personnel in planning and implementation of career education, and (10) requirement of minimal number of field experiences in career education preparation--students and staff.

A few assumptions made in recommendations should be clarified. It is assumed in recommendations that the dean of the graduate school is committed to, interested in, and willing to provide a workshop in career education planning with associate deans and department heads. The task outlined for the state department of education assumes that it is interested in and committed to career education which has the number one priority position of all priorities.

Strong support was given to the recommendations regarding involvement of professional organizations, community, personnel including business/industry, and institutions of higher education working/supporting jointly and expanding resources to bring about changes required in graduate teacher education and to integrate career education within those changes.

Summary of Participant Evaluation of Workshop

Workshop planning/implementation received good ratings in general from respondents. Major strengths of the workshop recognized were the involvement of graduate teacher education students and the opportunities for interaction of participants. All acknowledged the constraint of time upon workshop experiences.

Evaluations of the three papers reminds one of the story of "The Three Bears"; the Keller paper was considered by evaluation respondents to be too broad in scope, the Bell paper was too narrow in focus (he had been expected also to focus on professional career education needs of students needed to teach career education), and the Venn paper was just about right.

Because career education has no recognized definition as yet, respondents felt that such clarification would have been most profitable for this workshop, since they felt too much time was taken by them to try to reach agreement for communications' purposes on what career education is or is not. [It is true that such discussion of definitions of career education and their need made the already-too-short time for workshop tasks acute; however, it is futile to debate whether acceptance of some given definitions initially would have in the long run provided any more stimulating or worthwhile workshop experience for participants. There is no way to assess the value that this need for definition may have had on discussions experienced.]

Respondents indicated positive attitudes and convictions were formed at the workshop. Most responded that they had been stimulated or motivated to promote the movement in several ways: (1) become more knowledgeable and aware of career education, its needs, and programs, (2) assist in improving existing career education programs and implementing successful models which have been tested, (3) assisting in clarification and/or solution of definitions, issues, needs, and problems associated with career education in graduate teacher education, (4) expanding resources to be inclusive of community resources, and (5) seeking fiscal support for career education.

Response to the value of the workshop to me individually included such comments as

> I thought I had career education properly labeled and filed away; since the workshop I have discovered my idea of career education needs more research and thought.
>
> I heard new ideas.
>
> I was surprised so much is being done elsewhere.
>
> It raised questions with which I must come to grips.
>
> It broadened my perspective as an educator.
>
> As a doctoral student, this workshop awakened me to my responsibility to a broader and more encompassing educational concept.
>
> It broadened my views on student needs in career education.
>
> Because I had the chance to meet educators, deans, and students from other areas and to exchange ideas, it helped me to understand some of the problems of teacher education programs over the country.

Response to the value of the workshop to the career education personnel development movement was much more limited than to the stated value to the individual. An interesting comment was

> I do not see the workshop itself (i.e., the process) being of a great deal of value to the movement (is there a movement?), since only 20+ people were affected. The products of the workshop, however, if disseminated widely, might shed some light on ways to get a movement started.

Examples of responses to motivation of the workshop were

> Investigate possibility of funds.
>
> Take a closer look at career education. . ..
>
> Try to plan a strategy to get the career education movement more in the mainstream focus of the college.
>
> I'm thinking about an article [writing an article] on career education for the popular reading market.
>
> Work with teacher training institutions in my geographic area to provide career education classes in their institutions.
>
> We are in the midst of competency basing our teacher preparation programs and I intend to see, to the extent of my minor influence, that some competencies relating to issues of career education are included. . . . Since coming home, I have been over and talked to director of Career Education Project in City School System. . .to see if there is any communication with the School of Education and she said, "No." Now what to do? I don't know--feel like a fired-up engine with no where to go.

Closure

Pondering the preceding analysis of data, reflecting upon the overall workshop experiences shrouded with diversity among participant backgrounds, assuming that there is value and intellectual power in providing small group interaction opportunities among diversified experience backgrounds, and having no claim to clairvoyance, the writer addresses the matter of what does this all mean. That which seems to come through the maze clearly, is stated below. Every effort has been made to deal as objectively as possible with participant ideas throughout collection and analysis of data.

There is definite need for definition(s) in career education, sufficient to facilitate communication. Definitions, however, should be general enough to accommodate locally developed goals and objectives.

Since career education is considered lifelong, the conceptual framework for any given level cannot be designed out of its total context. For example, a conceptual framework for career education personnel development at post secondary level must be built upon that designed for career education generally, and that designed for elementary and secondary career education, specifically.

Career education needs of students in graduate teacher education must be clarified and are two-fold: (1) personal, individual career needs for succeeding in the graduate teacher education system, and (2) personal, professional career education needs for preparing to teach career education.

The three papers should be disseminated for purposes of planning and discussion within the considerations suggested.

There is need for much conceptual development in career education, particularly at the graduate teacher education level. This fact was demonstrated by the numbers and nature of questions and by the diversity of understandings posed in discussions.

Evaluation should be integral to all planning and implementation of career education in graduate teacher education for the purpose of improving it. It is seen as particularly important to improving working relationships (essential to preparation in career education) between graduate teacher education and local school districts and between graduate teacher education and community agencies/resources.

There is need for broadly-based involvement of community personnel in planning/implementation of career education in graduate teacher education. Learning is not limited to local school settings.

There is need to identify and develop teacher competencies in career education in order to help students develop career education performance skills.

Realistic field experiences are essential to preparation for teaching of career education. There must be integration of theory and practice experiences provided.

Priorities for planning career education personnel development should be established by graduate teacher education.

Fields of endeavor, other than research and tradition, should be recognized among faculty by graduate teacher education, particularly relative to needs of career education,such as good teaching.

Regardless of the origin of career education, it is desirable that it not become another specialty or tracked as a special program. It is recommended that career education be integral to the educational process.

Career education should provide for open-entry to and open-exit from the educational system in this lifelong process.

Career education may include both paid and unpaid experiences.

Guidance, career counseling, placement, and followup are essential to the career education movement.

Relevancy of career education preparation is an essential ingredient of any planning and implementing of career education in graduate teacher education.

USOE and state departments of education must encourage leadership in graduate teacher education for career education. USOE and state departments should encourage and facilitate, not control,career education development.

Special attention should be given at all levels to establish precautions against discrimination (intentional or by default) in career education for any group and specifically for minorities and disadvantaged.

There is need for study of and experimentation with ways for preparing personnel to teach career education; recommendations should follow for alternative forms of career education in graduate teacher education.

Planning for career education in graduate teacher education should include ways to gain total university support for it.

Flexibility to provide for individual needs should be a criterion for all planning and implementation in career education at graduate teacher education level.

Awareness of and experiences in career education must be provided in graduate teacher education before graduate students enter the work world/public school system to teach career education.

The degree to which relationships among university, public school, and community (such as business/industry) personnel are strong are directly proportional to the effectiveness of career education in graduate teacher education in any given situation/setting.

Graduate teacher education students should be represented in any planning groups for career education in graduate teacher education.

Leadership for career education in graduate teacher education should be determined, locally, based upon local needs.

Community and education must take realistic responsibility for consideration of problem(s) related to constraints (identified by insurance companies, educational administrators, and/or unions) against field trips, tours, participation, or other similar field activities for students under given ages.

Suggestions or means for assisting in facilitation of career education preparation in graduate teacher education include alternatives such as (1) establishment of advisory committees, (2) involvement at planning level of students and multi-disciplinary personnel, (3) providing flexibility within plans/programs to meet individual career education needs of students, (4) appointment of a committee to recommend/implement change, (5) development of career education competencies to be included in existing programs, (6) prepare position papers to be shared/critiqued, (7) study implications of state plan for the local level, (8) determine/seek resources for funding/implementing career education, and (9) seek internships/exchanges, career education related, for faculty members in the larger community.

Deans of education should be responsive to field requests upon careful study of field needs and resources available.

There are obstacles to implementing change in graduate teacher education such as tradition; lack of information; lack of field experience opportunities; university power structure; lack of intellectual reward or stimulation; isolation of graduate education from public schools, labor, industry, society, etc.; complexities of committee systems of universities; absence of stimuli

> from federal and state levels, dependence upon student credit hours for justification of budget, and the like. Local planners/implementers of career education in graduate teacher education should identify strategies to overcome those constraints.

Although the workshop data provide an aggregate of problems, questions, and pitfalls, the evidence that career education should be planned and implemented in graduate teacher education seems clear. It has also been made clear that continued dialogue among those concerned and affected is important to the success of whatever is planned and implemented in career education for graduate teacher education.

It is apparent that much needs to be done at the graduate teacher education level in career education. In the light of current criticisms of American education and the current experimentation with such endeavors as individualized instruction, open school, open classroom, use of paraprofessionals, behavioral objectives, new technologies, and the like--career education, too, is compatible with many of the experimental thrusts and is responsive to a number of the criticisms. In that sense, career education is a unifying force for many advances already in progress.

VI.

Implications of Career Education for University Personnel in Graduate Teacher Education

That there is much to be done at the graduate teacher education level in implementing career education is stating the need mildly. Involvement and active participation of students, public school personnel, community personnel--all who are affected in career education--are desirable in all planning and implementation endeavors of colleges of education. In fact, "colleges of education must redesign much of what they are doing if they are to prepare future professionals for career education school system staffs and provide in-service opportunities for those already in the schools."[1] A chain of reactions and change can occur once momentum begins; e.g., colleges and universities must modify admissions requirements if career education is implemented in the public schools, and university departments need to examine potential relationships with other education institutions to determine whether their combined facilities can close some of the career ladder opportunity gaps which exist in some communities. University departments may just find that suddenly it is feasible to use their facilities for paraprofessional or technician training which at one time was refused. Yes, redesign in colleges of education just may involve significant breaks with tradition and deeply engrained university procedures.

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[1] "Career Education: Current Trends in School Policies and Programs," op. cit., p. 18.

There can be many reasons given for lack of leadership in career education at the graduate teacher education level; however, placing blame provides little solace to the students affected by the lack of leadership. It is true that most of the action thus far has occurred at the elementary and secondary school levels, and that public schools have given leadership usually for the preparation of personnel that has occurred. It should be noted that a number of individual university staff members have assisted public schools in this thrust; their work has not generally been directed by their university or college, however.

The challenge, therefore, to colleges of education (graduate teacher education institutions) is to assess needs for preparation of personnel in career education and design ways to meet those needs. Further, the challenge is to look beyond the confines of the campus into the larger community to involve a community-based group in planning for career education preparation programs.

Additional money is not necessarily needed to study the local needs. In fact, reallocation of existing moneys may very well result not only at the university level but at the community level as well as planning progresses and commitment evolves. One should not overlook the fact that inclusion of appropriate representatives of community in planning for career education personnel development broadens the contact base for possible funding sources.

Small beginnings are better than no beginnings; therefore, constraints of time, money, or personnel which so often are obstacles to involvement at university level should not be the controller of graduate teacher education involvement. Some very significant and comprehensive educational activities have eminated from small beginnings.

What are the implications of career education for university personnel in graduate teacher education? What are the alternatives to graduate teacher education taking leadership in personnel development for career education? Graduate teacher education cannot afford to wait for career education to come to it--career education is there and here, on every hand. Personnel development training in career education is needed at every level--professional and non-professional. Career education personnel development can best be achieved jointly by educators, business/industry personnel, and other community personnel as appropriate. Certainly leadership is desired at the education level; on the other hand, if graduate teacher education does not take the initiative, initiative will evolve elsewhere, such as in the business or community setting. Perhaps, a most appropriate question becomes that of how to provide best, leadership in graduate teacher education?

A dean of education and his staff can decide how large or how small a beginning they wish to initiate. Initiation of leadership can be begun through a dean establishing a career advisory committee comprised of appropriate faculty, community, labor, student representation; he may also appoint standing working committees each of which has representation on the advisory committee. Working committees might be established initially for specific responsibilities such as (1) exploration of definitions and philosophical concepts of career education; (2) study of local and national thrusts/projects in career education, including observation/visitation of selected sites of special interest; (3) development of one or more position papers for sharing and/or critiquing; (4) identification/ development of goals and objectives based upon career education needs of students (personal and professional)--objectives for preparation of personnel to be competency-based; (5) inventory and study of community resources and sites available for preparation of career education personnel; (6) exploration and selection of alternative plans for experimentation with career education personnel development; (7) study of tasks, competencies, and roles of personnel in career education; (8) design of action program(s) in career education to prepare personnel in working with minority or disadvantaged personnel; (9) gathering of current career education information from many sources including USOE and disseminating information to staff, students, and community; and the like. The tasks such as the preceding nine for working committees are illustrative of possible grass roots involvement, out of which a perceptive dean or an associate may identify emerging leadership for career education. The number of such working committees and the criteria for their composition are key to a small or a large beginning.

The results of the work of such committees may be utilized to benefit larger purposes such as orienting staff, students, or community (1) to the philosophy and concepts of career education; (2) to a sharing of ongoing efforts of projects (experimental or adopted) elsewhere in the state or nation; (3) to debating career education issues or problems through presentation of positions developed in such papers; (4) to conducting an assessment of needs (career education of students--both personal and professional); (5) to identifying career education objectives, student expectations, and/or career education competencies for teachers; (6) to preparing a list or file of community/university resources (personnel, sites, materials) available for career education preparation; (7) to trial of one or more selected approaches in career education; (8) to designing/implementing a model program in career education for minorities and/or disadvantaged utilizing the leadership expertise of those groups in the model; (9) and the like.

A small beginning might entail involving some graduate teacher education personnel in only one of the preceding suggestions; or, it might entail involving a combination of some graduate teacher education staff, a few students, and a few community representatives in one or more of the preceding suggestions. A small beginning might not include any of the preceding, but rather it might be limited to a staff representative attending a career education workshop of USOE or the state department of education, a career education conference nearby, or such. Perhaps, a beginning might include discussions in small groups of a state plan for career education, brainstorming about one or more of the preceding tasks, or it might include discussions following the review of the Hoyt draft position of USOE, or include critiques of papers developed internally or externally by students or faculty. So much for a start! Inferred in the applications described for implications of career education for personnel in graduate teacher education are principles of communications, flexibility, conceptual development, dissemination of information, joint planning and implementation (narrowly conceived), community involvement, relevancy, involvement at grass roots level with national or state levels, study of alternatives, awareness of needs, development of local leadership, and the like.

Once a beginning, large or small, is established, the larger task of maintaining and building upon the momentum initiated becomes the ultimate goal of leadership in graduate teacher education. "Maintaining" is used herein to imply gradual growth among staff and its efforts through program. How, then, may planning and implementation proceed? What are further implications and alternatives?

As implied in many of the suggestions for graduate teacher education leadership activities thus far; gaining the respect and commitment of a broad base of staff and students within graduate teacher education, within the total university, and across the community is an ultimate goal, and it is essential to leadership success for career education in graduate teacher education. Such respect and commitment must be earned in the university setting; it is not automatically bestowed.

What are the implications (for graduate teacher education personnel) of the concept of career education as a lifelong process? "The expansion of the idea of education into a concept of lifelong human development is so pervasive that reliance on traditional methods is inefficient, making crucial a new mix of approaches to family, school, corporation and community."[2] [In the words of career education, it makes crucial "a new mix of approaches to lifestyle, education, and work."] Higher education has just begun to recognize the search for personal identity of individuals and groups by opening educational alternatives which stress learning at any place and time; recognize credit for work, experience, service, and study; and utilize new forms of educational technology and traditional instruction. These alternatives tend to erase lines between campus and community, and higher education is beginning to lay aside traditional unilateral function for multilateral approaches. People-centered education, lifelong in nature, means that institutions (educational and otherwise) will meet needs and opportunities whever they exist in the community. The campus can no longer expect the community to come to the campus. Formal education cannot effectively and efficiently meet educational needs of individuals alone. It cannot be the sole provider. The new lifestyle is ". . . a quest for moral, intellectual, physical, and economic individual fulfillment, in the best sense of a liberal education. This is what lifelong learning means, and

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[2] Theodore M. Hesburgh, Paul A. Miller, and Clifton R. Wharton, Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass Publishers, 1973, p. 52.

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it is one of the aims of the learning society."[3] The implication of career education as lifelong for graduate teacher education, therefore, is that preparation of personnel must be continuous for personnel in education and in community. No longer can personnel development be considered as necessary once, twice, or three times during a teaching career. The concept of personnel development for career education must be extended to include professional and paraprofessional preparation of teachers, counselors, guides, and the like for the so-called professional and vocational, or the non-professional work roles.

How may graduate teacher education continue its leadership in career education planning and development beyond initial efforts? Should it make use of the traditional vehicles for approval of proposed program or should it assist policy and procedure change at university level by initiating change in such policies and procedures as it seeks approval? These are questions to be addressed locally by leadership as consideration is given to short and long-range planning goals. The beauty of this question is that the goal to implement career education in graduate teacher education can be reached by either means; the practicality of its answer lies with personal resources, time, and commitment available to reach the goal and meet the needs realistically.

Continuation or maintenance of what is begun can also progress on a small or large acale. It is assumed that personnel utilized

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[3] Ibid., p. 56.

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for beginning strategies serves as a base for continuation. Designation of a career education planning committee comprised of representation of original working committees is made for the purpose of study and planning to meet local career education preparation needs. If traditionally a curriculum committee exists for this purpose, it may be proper to request this study and planning as a special consideration for the committee. If the curriculum committee is too busy with its regular work load to add this responsibility, then perhaps a special committee under the supervision of the curriculum committee may pursue the matter.

It is in this stage of planning for personnel development in career education that definitions; purpose; objectives; needs, interests, and expectations; competencies and performance; resources (community and educational); methods and means of integrating; cost; and the like provide a unified whole to the approach. Regardless of which vehicle is used to provide the planning required, broad involvement of people affected by the planning (education and community) is essential to the relevancy of what is planned. If traditional committee structure exists for the planning, then breadth of involvement may have to come in ways other than committee membership--e.g., delphi of ideas or plans via questionnaire, conferences, meetings, and the like, informally or formally.

It is within prerogatives of this study/planning committee to build into the planning effective guidance, counseling, placement, and followup means. Perhaps the support system in these areas built into the planning can serve as part of the

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work experience in training of those being prepared in these career roles for career education personnel development.

Particular consideration of the planning committee should be given to plans for designing a plan and implementing it. In the design, special attention should be given to evaluation of personnel growth, student growth; working relationships with community agencies and groups (particularly with business, industry, schools, etc.); and program/instructional improvement. Consideration of a competency-based approach may provide flexibility in building on to existing programs and at the same time it provides a logical approach to development of performance skills akin to career education. Emphasis upon realistic field experiences is also essential to the committee's planning. There must be integration of theory-into-practice experiences provided.

Priorities for planning career education personnel development must also be established by the committee. In no other way can whatever is planned be accountable to needs; the supply/demand picture in career education must be current and compatible with planning and implementation.

Planning and implementation must consider "open entry to and open exit from the system" implications. The implication is that there will be need for preparation of greater numbers of personnel in career education than is normal. Because of increased numbers in training, some of the realistic experiences

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may need to include limited first-hand experiences and additional simulated experiences, role playing, and the like.

The planning committee should seek assistance from USOE, NIE, and state departments of education in keeping abreast of career information, experimentation in and evaluation of career education at state and federal levels, funding sources available and application deadlines, specialized consulting sources, status reports and research, and the like. Such information should in turn be made available to all career education personnel and students. Communication should be a two-way flow at all times.

Provided true joint/cooperative working relationships by graduate teacher education are established, internally and externally, power and control no longer become an emphasis of planning and implementation. Control at local levels can be maintained without strong competition externally.

It is recognized that considerable career counseling related to choice of graduate teacher education has preceded graduate teacher education experiences; however, a role of counseling does exist at graduate teacher education level to assure that personnel development preparation provides awareness and experience in career education before entry into the work world or the public school system to teach career education. It is at this level of involvement that the student learns distinctions between paid and unpaid experiences in the field.

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Whatever planning is done by the committee, paramount to its planning should be the criterion of flexibility to meet individual needs of students. Concurrently, the committee can identify possible alternatives to be studied and experimented with. Recommendations are needed, but they should be based upon carefully designed experimental approaches. Particular need lies in the areas of minority and disadvantaged as they relate to values in career education.

Priority in graduate teacher education planning in career education should be given to student involvement with faculty and community personnel.

Constraints to career education personnel development are certainly to be considered in planning; however, more important than the constraints is the consideration given to developing strategies to overcome those constraints. The planning committee must recognize these implications through involving in the planning of strategies to overcome constraints, representatives of those constraining factors or agencies.

Planning must build-in the capability of responding promptly to requests/needs from the field. The implication here is that flexibility of program and staff is a key to prompt, relevant response. Also implied is the need for simplified organization to shorten the "red tape" for approval of program. Working jointly with community personnel in planning and implementing career education implies built-in communications channels to keep on top of field needs at all times. Finding out about field needs is ever current in the "system."

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Recognition of the many obstacles to change in graduate teacher education is important. Planning strategies for overcoming the obstacles is even more important. An obsession of planners/implementers of career education personnel development with constraints and strategies dares not prevail if a constructive, positive plan for career education personnel development is to emerge for implementation.

It is obvious that no one committee of persons could possibly plan for implementation of career education personnel development alone as described herein. It is recognized that many sub-committees of the committee would likely have to share the work load of planning this comprehensively, and the appointed commitee would serve largely to coordinate planning.

Exactly what, and how much of what is to be planned, is left to local needs, evaluation, and decision. Implications of career education have been described as workshop experiences/ data prompted the same.

What are the implications of career education for personnel in graduate teacher education? The workshop staff and participants have met the challenge and it is ours!

Appendix A'

Objectives for Scope of Work

Objectives: Papers - Conference

ED/SRO/LAM
4/9/74

OBJECTIVES FOR SCOPE OF WORK

1. To develop criteria for selection of authors of position papers and for workshop participants.

2. To select position paper authors and workshop participants, based on selection criteria.

3. To prepare guidelines for preparation and review of position papers.

4. To develop three position papers which will provide data (related to a proposed career education conceptual framework, career education needs of graduate teacher education students, and problems encountered in changing graduate teacher education programs) for workshop participants regarding career education personnel development.

5. To provide a workshop for specific leaders and/or decision makers in order to determine ways/methods in which graduate programs should be changed to meet the career education needs of students.

6. To identify specific career education needs of graduate teacher education institutions to develop/implement programs for preparing personnel in career education.

7. To identify/coordinate workshop participants; selection to be made from graduate education faculties, business/industry management, graduate teacher education students, and personnel from two-year post secondary institutions.

8. To encourage and promote dissemination of the report of position papers/workshop results related to personnel development in career education in graduate teacher education institutions.

9. To develop a reference document which will be useful to teacher education program planners, staff development personnel, USOE, state department of education personnel, and others who have leadership responsibility in preparation of personnel in career education in graduate teacher education institutions.

OBJECTIVES

Papers

1. To provide a credible and relevant data base from which to develop ways that traditional teacher education programs in graduate education can more nearly meet career education needs of students.

2. To stimulate productive thinking on the part of the reader/participant.

3. To provide a focus for work to be done during conference.

4. To provide relevant topics for review by theorists and practitioners to identify problems, needs, successes (factors of), implications, etc., for personnel development in career education.

Conference

1. To critique papers in advance.

2. To identify voids/omissions or points of conflict or needed extensions of ideas/concepts.

3. To list principles/guidelines for developing ways for graduate teacher education programs to meet career education needs of students.

4. To list/describe ways (alternative) to adjust teacher education programs in graduate education to meet career education needs of students.

5. To identify implications for personnel development in career education for teacher education staff.

6. To provide workshop experiences/procedures which may exemplify desirable/effective personnel development, planning for career education in similar situations.

7. To provide data and products which may make a contribution to the field.

Appendix B'

Guidelines for Writing Information Analysis Papers

(1) Objectives for preparation of papers
(2) Objectives for reviewing of papers
(3) Procedures for writing of papers
(4) Form and style suggestions
(5) Suggested guide for outline of paper
(6) Agreement for services form
(7) Agreement addendum

GUIDELINES FOR WRITING INFORMATION ANALYSIS PAPERS

May Workshop, 1974, for Planning for Personnel
Development in Career Education in Teacher
Education Institutions.

I. OBJECTIVES OF INFORMATION ANALYSIS PAPERS

A. To provide timely and useful information to target audiences. Keep the information users and their needs for various kinds of information clearly in mind when planning, organizing, and writing the paper. Consider:

1. What information should be presented
2. What organization of the paper best presents that information.
3. What depth of treatment should be used to present the information.
4. What vocabulary clearly conveys the information.

B. Develop--body of paper. Utilize research/review of literature as appropriate to substantiate/justify reasons/ understandings, issues, problems, relationships, successes--main ideas of paper.

C. To emphasize the application of ideas presented in IB. Give examples or illustrations.

D. To create a knowledge base from which further discussions and activities can start.

E. Present D in a challenging manner to reader.

II. OBJECTIVES FOR TARGETED POSITION PAPERS

A. Keep audience clearly in mind. When writing and organizing the paper, keep the information needs and constraints of the intended user in mind. Do not lose sight of such factors as his time constraints, educational background, and professional experience. These factors will help determine:

1. What information to include in the paper
2. Organization of the paper
3. Depth of treatment
4. Vocabulary

In developing the paper, it is suggested that:

1. Quoting be kept to a minimum
2. Footnotes and bibliography be kept to a minimum
3. Only material of direct interest to the audience be included.

B. Review the literature. The literature in the specific field or problem area should be systematically reviewed, reporting only research findings and program descriptions which are appropriate for documenting the main ideas, issues, understandings, examples, etc., of the paper.

III. OBJECTIVES OF REVIEWING INFORMATION ANALYSIS PAPERS

A. To make specific suggestions for strengthening the organization of the paper. Consider the grammar, punctuation, and sentence, paragraph, and section structure.

B. To make specific suggestions for strengthening the content of the paper. Consider:

1. Is the paper useful? Does it meet the needs of the target audience with timely and useful information? Does its length, organization, content, and documentation create a relevant/useful product?

2. Is the paper complete? Are all the examples/illustrations from research/literature, facts, understandings, issues, problems, concepts, directly appropriate to main ideas?

3. What does the paper say? Does it emphasize the application of the information presented to the solution of problems in the topic area? Are there accurate/appropriate generalizations, recommendations, conclusions, or assumptions? Are there any significant oversights?

4. What does the paper suggest? Are there suggestions for further research, development, dissemination, and/or evaluation activities to be undertaken? What are the implications of this paper for the target audience? Has the author challenged the thinking of his target audience?

IV. GENERAL PAPER WRITING PROCEDURES

A. An outline of the paper's organization and content should be submitted within two weeks after agreeing to write the paper. A statement indicating what target audience the paper is being written for should also be included with the outline.

B. Application of research by practitioners. The writer should draw inferences and guidelines for the practicing educator in terms of classroom application, teacher education, special services, development of materials, teaching methods, and decision-making.

C. Content Sources

1. A planned review is to be made of studies, publications, monographs, bulletins, media sources, and other literature of primary sources available to the author, which when analyzed and synthesized will provide a position(s) and an appropriate analysis for personnel development planning in career education. It is desirable to include first hand examination by the author of programs that represent the topic and/or observations of projects and programs dealing with the assigned topic.

2. In addition to reviewing primary sources of data, the reviews should also seek out appropriate studies in Research in Education (RIE), abstracts of research and related materials in career education, abstracts of instructional materials, Current Index to Journals in Education (CIJE), the yearly indexes of AIM and ARM, the Manpower Research Inventories, and other appropriate reference publications.

3. Seek out the target audience's perception of their needs and desires in the topic area early in the development of the paper's content.

4. The primary objective of the review is to accurately reflect major research and other relevant work which have career education as a primary focus and basic interest.

D. Format

1. Footnotes should occur in either of the following forms: (1) "Knebel (1963) indicates that . . ." or (2) "Work-experience programs appear to hold great promise for vocational education (Swanson, 1969), there appears . . .". Refer to Turabian's A Manual for Writers for writing style.

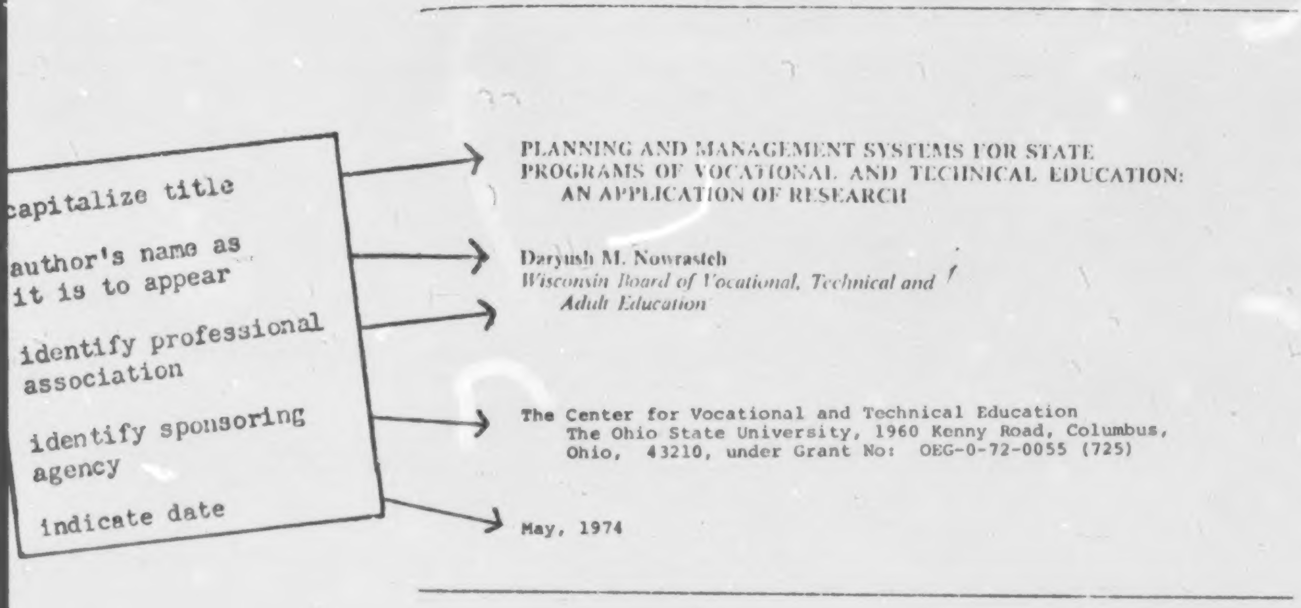
2. Authors are responsible for proofing materials before forwarding to The Center.

FORM AND STYLE FOR INFORMATION ANALYSIS PAPERS

I. Typing

8 1/2" x 11" bond paper
double spaced
one inch (1") margins on all sides
no more than 25 pages in length, including bibliography

II. Title Page. Example


capitalize title
author's name as it is to appear
identify professional association
identify sponsoring agency
indicate date

PLANNING AND MANAGEMENT SYSTEMS FOR STATE
PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION:
AN APPLICATION OF RESEARCH

Daryush M. Nowrasteh
Wisconsin Board of Vocational, Technical and
Adult Education

The Center for Vocational and Technical Education
The Ohio State University, 1960 Kenny Road, Columbus,
Ohio, 43210, under Grant No: OEG-0-72-0055 (725)

May, 1974

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center main headings

ISSUES IN THE DESIGN OF INDIVIDUALIZED INSTRUCTION

type sub-heads at left of page

Instructional Objectives

when numbers or letters are part of the text, use this style

Popham (1969), in tracing the evolution of the current swelling of interest and activity in the area of formulating instructional objectives, points to several factors influencing this trend. He cites the possible impact of such forces as: 1) the programmed instruction movement, 2) increased federal spending on education, 3) the delayed impact of the *Taxonomy* volume of Bloom (1956), 4) the eventual influence of Ralph W. Tyler's writings as well as those of his students, 5) the appearance of such instructional aids as Mager's volume on how to write objectives (1962), and 6) more oblique factors. Other influences which may have had an effect on the emerging popularity of instructional objectives are the more contemporary writings of Briggs (1970), Glaser (1968), Smith (1966), and Stolurow (1965).

when numbers or letters are listed separately, use this style

The project described by Fuller and Phipps was designed to overcome the five problems listed above by:

1. involving disadvantaged rural families in planning their own educational program.
2. involving the families in studying their present work activities and their outcomes through a "starting where they are approach."
3. utilizing the family as a basic educational unit to provide security and create readiness.
4. using family focused meetings as advance organizers toward later specialized vocational education.
5. developing a model, vocationally oriented, educational ...

single-space and indent (both margins) quotes of 4 or more types lines

A second criticism of specifying behavioral objectives is that they are far more difficult to generate than those objectives which most teachers use now (Popham, 1969). As is pointed out by one able critic:

> If one tried to state all of the objectives explicitly in advance, he would easily spend all of his time writing objectives and have none left for actually teaching. This may explain why few teachers are actually as foolishly dependent on stated objectives as educational theorists have urged them to be (Ebel, 1967: 32).

An interesting article raising this same issue, and exploring its implications for industrial education has been written by Janeczko (1970).

style for 'footnoting': when quoting or otherwise referring to an author, put the name and bibliographic date like: (Author, 1972) when the name is part of a sentence, put the bibliographic date like: (1972)

One approach in dealing with this issue is to eliminate the formulation of objectives as part of the instructional process. It has been proposed that a better way to start would be to design an evaluation instrument which would serve as the statement of outcomes to be met (Evans, 1968). In this case, the ever present question regarding the validity of the behaviors specified would certainly be eliminated. It may be, however, that a confounding of measurement validity would result.

Another aspect to this second issue as raised by Popham is a very practical one. In adhering to vague statements of objectives, it is possible even for large groups of instructors responsible for teaching selected courses to reach agreement. When specified behaviors are attempted, however, such agreement may not be attained easily. Koontz (1970c), in a

for more than 1 entry for same author in the same year, use a,b,c in 'footnote' and in bibliography

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IV. Bibliography

1. Each bibliographic entry must include the following elements:

Author(s) or Editor(s)	personal or institutional
Title	if article, use "quotes" if book or journal, underline
Volume, Issue Number & Pages	for all magazines, journals or series publications
City	of publisher or sponsoring agency
Publisher	
Date	of publication(or expected publication)

2. The following format style includes a variety of entry types. Use it as a guide for final typing of your bibliography. The style conforms to Turabian. (Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: The University of Chicago Press. Third Edition, Revised, 1967.)

BIBLIOGRAPHY[1]

no author	"A McNamara Style Budget." Business Week. September 23, 1967
2 or 3 authors title journal document	Anderson, Norman H.; Kresse, Frederick H.; and Grant, David A. "Effect of Rate of Automatically-Paced Training in a Multidimensional Psychomotor Task." Journal of Experimental Psychology, 49 (April, 1955), 231-236.
institutional author	Association for Supervison and Curriculum Development. Criteria for Theories of Instruction. Washington, DC: Association for Supervision and Curriculum Development, National Education Association. 1968. 54 pp. ED 030 607 MF $0.65 HC $3.29.
personal author from edited book	Briggs, Leslie J. "Learning Theory, Media of Instruction, and Vocational Education." Educational Media in Vocational and Technical Education. Leadership Series No. 14. Edited by Calvin J. Cotrell and Edward F. Hauk. Columbus: The Center for Vocational and Technical Education, The Ohio State University. 1967. 255 pp. ED 017 730 MF $0.65 HC $9.87.

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editor	Bruner, Jerome, ed. Learning About Learning. A Conference Report. Washington, DC: Office of Education, U.S. Department of Health, Education and Welfare. 1966. 280 pp. ED 015 492 MF $0.65 HC $9.87.
Center publication	Campbell, Robert E. Guidance in Vocational Education--Guidelines for Research and Practice. Columbus: The Center for Vocational and Technical Education, The Ohio State University. 1966. 190 pp. ED 011 922 MF $0.65 HC $3.29.
another work by the same author in connection with 4 or more authors	________, et al. Vocational Development of Disadvantaged Junior High School Students. Columbus: The Center for Vocational and Technical Education, The Ohio State University. August, 1969. 91 pp. ED 032 427 MF $0.65 HC $3.29
a paper from a conference	Herr, Edwin L. "Unifying an Entire System of Education Around a Career Development Theme." Paper presented at the 1969 National Conference on Exemplary Programs and Projects, Atlanta, Georgia, March, 1969.
a series of parts having the same overall title	Minnesota State Department of Education. Minnesota State Plan for Vocational-Technical Education. Part I. Administrative Provisions. St. Paul: Minnesota State Department of Education, July, 1969a.
more than 1 publication by same author in same year (a,b,c)	________. Part II. Long-Range Program Plan Provisions. St. Paul: Minnesota State Department of Education, July, 1969b. ________. Part III. Annual Program Plan Provisions. St. Paul: Minnesota State Department of Education. July, 1969c.
public laws	U.S. Congress. Smith-Hughes Vocational Act. Pub.L.347. 64th Cong. 2nd sess. S. 703. Washington, DC: Government Printing Office. 1916. ________. Vocational Education Act of 1963. Pub.L.88-210. 88th Cong. H.R. 4955. Washington, DC: Government Printing Office. 1965. ED 019 402 MF $0.65 HC not available from EDRS. ________. Vocational Education Amendments of 1968. Pub.L.90-576. 90th Cong. H.R. 18366. Washington, DC: Government Printing Office. 1968. 13 pp. ED 039 352 MF $0.65 HC not available from EDRS.

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SUGGESTED ORGANIZATION FOR INFORMATION ANALYSIS PAPERS

The following outline should serve only as a suggested guide for the draft outline which you prepare specifically for your assigned topic, due at CVTE on April 22, 1974.

Title:

NOTE: See Guidelines attached for writing paper.

SUGGESTED OUTLINE COMPONENTS

I. Introduction

- A. Statement of Purpose and Definitions
- B. Assumptions
- C. Rationale
- D. Brief Overview of Effort within Setting

II. Body of Paper

- A. Literature/Research Review Used to Document Appropriate References
- B. Application of Theory to Practice (Examples, Illustrations, Models, etc.)

III. Analysis, Summary, Conclusions

IV. Recommendations and Implications

V. Bibliography

VI. Appendices (Optional)

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
1960 KENNY ROAD
COLUMBUS, OHIO 43210
THE OHIO STATE UNIVERSITY
AGREEMENT FOR SERVICES

NO. ______

DATE ______

TO:

SUBJECT:

The Center for Vocational and Technical Education (CVTE) of The Ohio State University hereby enters into an Agreement with you for your services to be performed as described below on the date(s) indicated.

Description of Services ____
____
____

Date(s) of Performance ____

Payment in the amount of $__________ will be made following completion of your services and receipt of your Certification of Services, Center Form No. 14.13. You will be responsible for payment of such income tax as may be required since the CVTE will not withhold any amount for that purpose.

Reimbursement of travel expenses incurred in connection with the performance of your services is ( ) is not ( ) authorized. If authorized, reimbursement for such expenses will not exceed $______________ and payment will be based upon receipt of Consultant's Expense Report, Center Form 14.09 and applicable policies of the CVTE in effect during the term of this Agreement.

By signing this Agreement you represent that you will not be receiving a fulltime salary from any federally-funded program during the time-frame indicated above, and furthermore, that you give the CVTE sole permission to use at its discretion any taped, written, or illustrative material resulting from the performance of your services, without charge, and that you agree not to initiate or support any claim against the CVTE for such use.

If the provisions and terms of this Agreement are acceptable to you, please sign, date, and include your Social Security Number on both the original and the copy of this form, send the original to the Contract Officer at the CVTE and retain the copy for your records.

Attachments
(1) CVTE Form 14.13
(2) CVTE Form 14.09 (If authorized)

OFFERED: ______________________
Director, CVTE

ACCEPTED: ______________________
Consultant or Agency Head

DATE: ______________________

SOCIAL SECURITY NO. ______________________

CVTE Form 14.23 (10-26-72)

Date____________

AGREEMENT FOR SERVICES ADDENDUM

Schedule of Events

	Dates Due
1. Draft Outline (Paper organization and Content Outline for audience listed below).	April 24, 1974
2. Final draft to CVTE (Camera-ready copy prepared for Workshop not to exceed 25 pages including bibliography)	May 13, 1974
3. Revision at CVTE by author based on Workshop and/or review suggestions, if required.	Mutually agreed upon day during week of June 1, 1974

Audience:

- Decision-makers of post secondary education
  - Deans of Education
  - Professors of Education including Educational Administrators
  - Program Planners
  - Personnel Development Personnel
  - State Department of Education Personnel (Career Education)
  - Community College/Proprietary School Personnel
- Business/Industry Management Personnel
- Graduate Teacher Education Students

Appendix C'

Criteria: Selection of Authors of Papers
Selection of Workshop Participants
Selection of Reviewers of Papers

Criteria for Selection
# of Authors of
Papers

1. The author under consideration should have known credibility in the specific emphases of the paper.
2. The author under consideration should have recognized expertise and visibility at national level.
3. The author under consideration should have approval of the Project Officer at USOE and the USOE Director of Career Education.
4. The author under consideration must be able to meet the time constraints of delivery of the paper by May 13, 1974.
5. The author under consideration must be able to write from a philosophical base supportive of a broad interpretation of career education (includes a blending of academic and vocational education).
6. If the above criteria can be met, there will be an attempt to contract both men and women authors.
7. Contracts of authors must be awarded within our limited budget.

Criteria for Selection of Workshop Participants

1. The total number of participants can go to 24 maximum, provided the total cost for transportation and per diem does not exceed the budget (transportation and per diem) allocated for 20 participants.
2. Workshop participants shall be representative of the following groups:
    - (a) graduate teacher education faculties
    - (b) business/industry management
    - (c) graduate teacher education students
    - (d) two-year post-secondary institutions
    - (e) professors other-than-education
3. Regions/states should be represented as well as possible.
4. Deans of education and educational administrators from two previous conferences, May, April, 1972, should be represented.
5. Priority should be given to business/industry participants with interest/influence in professional development programs/activities; it is desirable that they be knowledgeable about the career education movement and activities.
6. An attempt will be made to maintain a balance of men and women participants.
7. An attempt will be made to create a diverse representation of disciplinary areas for teacher education participants (both students and faculty)

8. Participants should agree verbally and in writing to the terms/conditions/guidelines for the workshop activities, as well as to the duration of the workshop.
9. Participants should agree to participate in the workshop at no cost, except for travel and per diem reimbursement during the workshop sessions.
10. Consideration will be given to participants recommended by the Project Officer and other appropriate USOE personnel.

Criteria for Selection of Reviewers for Papers

1. Professionals under consideration as reviewers should have known credibility in the specific emphases of the paper; students under consideration as reviewers should be recent graduates in a teacher education program or presently graduate students in education.
2. Professionals under consideration as reviewers should have expertise and visibility at national level and have had experience at the graduate education level.
3. Professional/student reviewers selected should have approval of the Project Officer at USOE.
4. Reviewers under consideration must be able to meet the time constraints of delivery of the written review by June 1, 1974.
5. A balance of men and women reviewers will be sought.
6. Reviewers will check papers to determine whether review objectives outlined in the "Guidelines for Writing Information/Analysis Papers" have been met.
7. Honoraria of reviewers must be awarded within our limited budget.

Appendix D'

Pre-Workshop Mailing

(1) Confirming Letter
(2) Preregistration Form
(3) Guidelines for Travel Expenses
(4) Guidelines for Critiquing Papers
(5) Forms for Critique Notes
(6) Three papers

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear Dr./Mr./Ms., etc.:

This is to confirm our telephone invitation to you to participate in the National Workshop in Career Education Personnel Development for Graduate Teacher Education at The Center for Vocational and Technical Education, The Ohio State University, on May 29 and 30. This Workshop is being conducted by The Center through a project grant of The United States Office of Education. We are indeed pleased that you will be able to participate.

Enclosed are a Preregistration Form, a self-addressed envelope (postage pre-paid), the OSU Travel Guidelines, and a tentative agenda. We would remind you to keep all recipts for expenses incurred to attach to your expense form for reimbursement. Please return the completed Preregistration Form at your earliest convenience and not later than May 22, 1974. If any flight changes occur after you have returned your Preregistration, please contact Earnestine Dozier at (614) 486-3655, ext. 300.

We will forward three papers for your review in advance of the Workshop; guidelines for the critiques will be included also. If you and/or your institution are presently involved with any personnel development career education efforts which would be of interest to workshop participants, would you please mail to us in advance an abstract or outline of one or two pages which we may duplicate for use in the Workshop.

If you should have any questions regarding the Workshop, please do not hesitate to contact one of us at (614) 486-3655.

Sincerely,

Lorella A. McKinney

Earnestine Dozier

Sandra Orletsky

Karen Byrd
Project Staff

LAM:ED:SO/kb

Enclosures

May 16, 1974

Dear Workshop Participants:

We at The Center for Vocational and Technical Education eagerly await your coming to CVTE to participate in the National Workshop in Career Education Personnel Development for Graduate Teacher Education. The event will get underway with the informal/get-acquainted hour from 7:30 p.m. to 9:00 p.m., at Stouffer's in rooms 204-206.

Enclosed are copies of the three papers prepared specifically for the Workshop for your review. You will also find general guidelines for critiquing the papers and the corresponding formats for your critique notes. Please bring the papers and your notes for your use at the Workshop. Also, please send us a one- or two-page abstract/outline of any ongoing endeavors in career education at your institution; we will prepare copies for distribution to participants.

Thank you for accepting our invitation to you; we realize that the timing of the Workshop comes at a very busy time for each of us. Our staff looks forward to meeting and working with you.

Sincerely,

Lorella A. McKinney

Lorella A. McKinney
Project Director

LAM/kb

Enclosures

National Workshop in Career Education Personnel Development for Graduate Teacher Education

PREREGISTRATION

Name

Contact in Case of Emergency:
Name (Area Code) Telephone

Address (Home) Telephone
City State Zip

(Business) Telephone
City State Zip

Social Security No.

Flight* Arrival:
Date Airline Flight Number AM PM
Time

Flight* Departure:
Date Airline Flight Number AM PM
Time

NOTE: CVTE/OSU staff will meet workshop participant flights at the baggage claim carrousel to transport participants to Stouffer's Inn.

Arrival by Automobile: Date AM PM
Time

Departure by Automobile: Date AM PM
Time

A single room will be reserved by us for you at Stouffer's University Inn, 3025 Olentangy River Road, Columbus, OH 43202; Tel. (614) 267-9291.

* If any flight changes occur, please notify Earnestine Dozier, Tel. No. (614) 486-3655, ext. 300.

I agree to participate in the Workshop scheduled from Wednesday, May 29, 1974, at 8:30 a.m., to Thursday, May 30, 1974, at 4:00 p.m. I will/will not be able to attend the Social Hour at 7:30 p.m., May 28, 1974, at Stouffer's Inn. (Please circle one.)

Signature

TRAVEL GUIDELINES FOR CONSULTANTS

The following reimbursement data is provided for your information and planning:

1. Air fare will be reimbursed at air coach rate. An original airline receipt must accompany your request for reimbursement.

2. When utilizing a personal vehicle, reimbursement will be made at the rate of $.13 per mile or the lowest air fare (whichever is less). Per diem is allowed only for the flight time involved for the round trip. Detailed information, including dates, mileage, and travel points must be provided to obtain reimbursement.

3. Local transportation costs for taxis, parking, tolls, ferry service, personal vehicle mileage to and from the airport, parking at the airport, or rental car may be reimbursed up to a total of $10 without submitting receipts. If costs exceed $10, receipts on all local transportation costs must be submitted with the reimbursement request.

4. Expenses up to $30 per day for trips which require overnight lodging may be claimed by:

    (a) itemizing meals

    (b) submitting original hotel/motel receipts.

5. Reimbursement for tipping costs cannot be made.

6. On the morning of the day you are to depart Columbus, you may want to bring your luggage with you to The Center in order that you do not have to return to your hotel/motel.

7. A "Consultants Expense Report" form is provided with registration materials. Upon completion of your return travel from Columbus, forward the completed form to Lorella A. McKinney, Project Director, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210, for reimbursement processing.

    All Expense Reports will be checked when received; if there is any change from what has been reported, the participant will be notified and a reason will be provided by mail.

Guidelines for Critiques

1. Briefly summarize what the paper says to the reader.

2. Make suggestions for strengthening the content of the paper.

    a. Is the paper informative?

    b. Does it meet the reader's expectations?

    c. Does it represent a relevant/useful product?

    d. Have positions outlined in the paper been adequately justified and/or documented?

    e. Are examples, illustrations, understandings, facts, issues, problems, concepts, and the like directly appropriate to the main idea?

    f. Are there omissions?

    g. Has the reader's thinking been challenged?

    h. Does the paper imply theoretical and practical applications?

    i. Are assumptions generalizations, recommendations, or conclusions logically, accurately, and appropriately made?

3. What are the implications of this paper for the workshop audience--deans of education, professors of education, students, other professors, personnel development personnel, program planners, community college personnel, proprietary school personnel, business/industry management personnel?

4. What of this paper has direct relevance to the workshop task to identify ways that graduate teacher education should/can meet career education needs of students?

Paper #1: A Proposed Conceptual Framework for Career Education at Post Secondary Level

Participant Name: ______________________________

Critique Notes

1. Summary:

2. Suggestions for Content:

3. Implications for workshop participants:

4. Information/understandings from paper directly relevant to identifying ways that graduate teacher education should/can meet career education needs of students.

5/29/74

Paper #2: Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education

Participant Name: ______________________________

Critique Notes

1. Summary:

2. Suggestions for Content:

3. Implications for workshop participants:

4. Information/understandings from paper directly relevant to identifying ways that graduate teacher education should/can meet career education needs of students.

Paper #3: Identification/Analysis of Problems Encountered in Planning/Implementing Career Education Programs in Graduate Teacher Education Institutions

Participant Name: ______________________________

Critique Notes

1. Summary:

2. Suggestions for Content:

3. Implications for workshop participants:

4. Information/understandings from paper directly relevant to identifying ways that graduate teacher education should/can meet career education needs of students.

A PROPOSED CONCEPTUAL FRAMEWORK FOR CAREER EDUCATION
(Which Is Irrespective of the Elementary/Secondary Schools)

DRAFT COPY
FOR WORKSHOP DISCUSSION PURPOSES
ONLY
NOT FOR DISTRIBUTION OR REPRODUCTION
WITHOUT PERMISSION OF CVTE

by

Louise J. Keller
Director and Chairman
Department of Vocational Education
University of Northern Colorado
Greeley, Colorado

Prepared for

Workshop Participants

Sponsored by

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

under grant number OEG-0-72-0055 (725)

The United States Office of Education

May, 1974

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ABOUT THE AUTHOR, LOUISE J. KELLER

Dr. Louise J. Keller is presently and has been for six years Director and Chairman of the Department of Vocational Education at the University of Northern Colorado, Greeley, Colorado. As a student of post secondary education, she has completed programs in a community college, a four-year college, a teachers college, and a university. She has done additional graduate work at three other universities as well. Her degrees include A.D., B.S., M.S., and Ed.D.

Dr. Keller's careers in education embrace teaching, administration, and curriculum leadership in secondary schools and at the university level. She has given leadership in vocational education and in career education. Her occupational experiences include varied experiences in business and manufacturing. Her work experience roles have extended from co-ownership, to associate membership, to secretary, to bookkeeper, to part-time sales and manufacturing. She holds a number of professional memberships and is listed in a number of national and international reference works such as *Who's Who in American Education*, *Who's Who of American Women*, *Dictionary of International Biography*, and the like.

She has served as a consultant in both career education and vocational education throughout the United States. Some of her recent published speeches and other publications include

"Developing Career Education Guidelines in Business and Office Education," National Symposium for Business and Office Education, Sponsored by the U.S. Office of Education, Denver, Colorado, September 25, 1973.

"A Career Development System," The National World-of-Work Economic Education Conference, Colorado State University, Fort Collins, Colorado, June 29, 1973.

"Preparation of Educational Personnel for Career Education," Vocational Teacher Education Conference, Columbus, Nebraska, April 12-13, 1973 and Seminar for Iowa Teacher Educators, Des Moines, Iowa, January 30-31, 1973.

"Personnel Development for Career Education," *Career Education: Third Yearbook of the American Vocational Association*, Edited by Joel H. Magisos, Washington, D.C.: American Vocational Association, 1973.

A PROPOSED CONCEPTUAL FRAMEWORK FOR CAREER EDUCATION
(Which Is Irrespective of the Elementary/Secondary Schools)

Louise J. Keller*

This paper attempts to establish a conceptual framework for career education, irrespective of the efforts of the elementary/secondary schools. The major thrust in career education has been at the public elementary and secondary school levels. This paper is concerned with other educational enterprises/environments.

The conceptualization process began by asking several questions. What institutions, places in a community should be concerned with and involved in career education? Who are the people, population targets in a community, who badly need career education? Can the basic components and sub-components of career education, in a different context from the elementary/secondary schools, be identified and described? Can these components be generalizable to a variety of educational settings/environments? Can these components be interfaced to form a system?

The institutions in a community which have an important role/function in career education appear to include the homes; private and public schools/colleges; unions; businesses; churches; governmental agencies; and, social, trade, and professional organizations. Any effort to make various educational enterprises more responsive to the career development needs of people will require eventually a kind of structural intervention, a developmental system to maintain the integrity of a career education mission (Reinhart, 1972).

---

*Dr. Louise J. Keller is Director/Chairman of the Department of Vocational Education, University of Northern Colorado, Greeley, Colorado.

If career development is to be perceived as a life-long process, then a developmental structure is needed for career education which supports this development process from early childhood through active adult life. Within all communities there are some population target groups which need our immediate attention and cannot wait for the elementary/secondary schools to adjust their priorities and realign their resources. Examples of these population target areas are:

- --Post-secondary and college students--those needing career direction.
- --Drop-outs of these educational institutions as well as from the elementary/secondary schools.
- --Women, those returning or new to the labor market.
- --Non-English speaking people.
- --The technologically displaced.
- --The handicapped.
- --Mid-career people needing to be rejuvenated.
- --The underemployed.

A career education system will need to make the relationships of education, life styles, changing education opportunities, and the changing nature of work in this post-industrial society both clear and meaningful to persons of all ages in all kinds of education settings. Its emphasis should be three-fold: increased educational motivation, stress on education as preparation for work, and assistance to individuals in making transitions.

Increased education motivation may be accomplished through the establishment of a learning system whose focus is on career/life needs of people. Preparation for work will require individuals to have a knowledge base about the work world, opportunities to have experiences related to the work world, opportunities for personal assessment, and preparation for a specific job or a cluster of jobs. The transition will vary from person to person--from school to work, from work to school, from home to work, from underemployment and job dissatisfaction to meaningful employment, etc.

The career development needs of adults have been neglected. Any proposed conceptual framework must be generalized to their needs, as well as to those in the formal school/college environments. Hopefully, the proposal can also be perceived in a much larger context, such as a community career education system.

An attempt in this paper has been made to synthesize many beliefs about career education and has posited two assumptions: (1) that these are basic components of career education which can be generalizable to a variety of educational settings, and (2) that the basic components are operational within either a simple or complex environment. This is merely a proposed framework. One intent of this paper is to provide educational practitioners, representing various community institutions, system inputs to critique and improve upon, as well as to draw implications and determine strategies for operationalizing career education in their own environment. Hopefully, some individuals will be able to perceive a more global system--a community career education system!

The synthesization process of beliefs on career education for the purpose of establishing a conceptual framework followed these steps, which serve as the major headings of this paper: (1) Define terms and draw some contextual assumptions; (2) Identify and describe the basic components and elements; and (3) Summarize. No attempt will be made to draw implications or recommend alternatives for decision-making. This will be your challenge!

Definition of Terms (and Some Contextual Assumptions)

The first task, required for communications, is defining terms used within the context of this paper.

> Education is a humanization process which focuses on personal, citizenship, and career development needs, interests, and aspirations of people.
>
> Career education is the explicit, overt endeavor of an institution to meet the career development needs of its learners.
>
> Career development is a life-long process which can be described as having developmental stages which are transitional and often

cyclic in nature. These stages should be facilitated through education and focused on the career/life roles of people.*

Vocational education is that stage of career development concerned with the preparation of individuals for meaningful employment.

Educational enterprise is any institution concerned with the education and development needs of its people.

Community career development system is a network within a geographic area which links various educational enterprises through interacting component goals and objectives.

Work is the expenditure of one's time and energy for the benefit of self and society.

A number of assumptions are implicit within these definitions and will profoundly affect the conceptual framework. Briefly, some of these assumptions are:

--An institution may be (1) public and private schools and colleges, (2) churches, (3) homes, (4) businesses, (5) labor organizations, (6) military, (7) community organizations, or (8) governmental agencies.

--All social/economic institutions of our society are important segments of the educational enterprise system.

--Career development is perceived as transitional stages which may be cyclic for many individuals (Keller, 1970). For example, an individual desiring future employment in a meaningful occupation may need to:

1) Become aware of the work world.

2) Explore the work world.

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*The author of this paper perceives career development encompassing more than the paid employment role of people. All examples used within the context of this paper purposefully have focused on the economic role. With very little modification, the basic components can be applied to a much broader concept of career education for career/life roles.

3) Identify with and become oriented to a job or occupational cluster.

4) Prepare for occupational entry.

5) Enter the work world.

6) Assess the work role.

7) Recycle for updating, upgrading, or retraining.

--Career education should be personalized for adult learners. This personalization will require diagnoses and prescriptions for individual progress.

--Career education when truly understood will require a community-based system of education. Career education beyond the elementary/secondary schools will require educative programs/processes by which the resources of a community can be linked and related to the needs, interests, and aspirations of people.

--The seeds of innovation will lie in the career development options, alternative modes for preparation, organization of support services, and the linkage mechanisms designed to accommodate these career development stages.

It is from these definitions and related assumptions that the task of conceptualizing a framework began by identifying the basic components of a system concerned with the career development needs of people. As you well understand, it will be much easier to conceptualize than to operationalize.

The conceptualization approach began with a review of the four national career education model efforts in terms of: (a) rationale for the model, (b) learners served, (c) desired program outcomes, and (d) basic operational details or considerations of the model. A generalized overview of model analyses is given; however, many of the concepts and model intents have influenced the proposed conceptual framework.

Career education is a concept of education which was generated by the U. S. Office of Education because of their concern for the fundamental purpose of education ". . .which is to prepare the young to live a productive and rewarding life. For far too many young Americans our schools are failing in this essential mission" (USOE, 1971). Further, it was felt that education should not stop at grades 12, or 14, or 16, but should be continuously offered to recipients with free entrance to and exit from the education system. To meet the needs of people, the following four model programs were proposed and funded:

(1) Comprehensive Career Education Model.

(2) Home and Community Based Model.

(3) Employer Based Model.

(4) Residential Based Model.

The Comprehensive Career Education Model was developed to make the public school more responsive and relevant to the needs of the individual and to the needs of society. The irrelevancy of content and process has caused the public to become disenchanted with the public education system. It was felt that by changing the focus of education to career development, all students would have an opportunity to strive for realistic goals in terms of their career aspirations.

The model is intended to serve all students K-12 in the public school setting. The major areas of emphasis for developing instructional objectives are:

- --Educational Awareness
- --Beginning Competency
- --Self Awareness
- --Career Awareness
- --Appreciation and Attitude Development
- --Employability Skills
- --Decision Making Ability
- --Economic Awareness

The first seven grades (K-6) are given information (through the infusion into its curriculum) about careers and the relationships of self to careers. At the junior high level the student will be given an opportunity to explore career clusters and to get hands-on experiences with different occupations. At the senior high level the student will have hopefully decided on a career or cluster of careers in which he can then concentrate his efforts. Fourteen career clusters have been proposed which, as a group, covers most occupations. Six pilot schools have been involved in the CCEM project through the coordination of The Center for Vocational and Technical Education, The Ohio State University.

The Home and Community Based Model was developed to meet the demanding needs of out-of-school adults that are either unemployed or underemployed. It was felt that much of the employment problems is caused by lack of knowing what is available and what preparation is needed in order to gain employment. The home and community model was designed to meet the information and training needs of the adult community, particularly the adult woman in the home and to offer pre-employment training and training for the upgrading of skills through a community based educational distribution system. Furthermore, it was felt that America should tap a fluent reservoir of employees which in turn will aid in the furtherance of the economic and social life of the community and the nation.

Implementation has been designed for the utilization of television and focused on the housewife, giving her relevant career information. In conjunction to, and complimenting the television program, a community education center will be developed where individuals can get added career information on selected training through programmed instruction, micro courses, etc. A third strategy being considered is a mobile clinic concerned with career information and education.

The Employer Based Model was conceived to meet the needs of the out-of-school youth (13-18 years of age) which, for one reason or another, cannot function within the constraints of the public school. These youth should not be forgotten, nor should they be allowed to become a burden to society. An alternative should be offered that would make education more meaningful to them and allow the youth to function in a more acceptable and relevant environment.

The employer based model operates as a consortium offering employment opportunities to youth, with a built-in educational program.

The Residential Based Model offers a complete social, economic, and occupational program to train the rural poor. In order to accomplish this, the family unit is removed from its environment and lives at the school

(Glasgow, Montana) where all family members undergo education aimed at the social and occupational skills.

The desired program outcome for all four models is to meet their a priori objectives, which in turn reflect a more macro goal, centering around the theme that public education should be involved in society as a part of the solution to our social ills and not as part of the problem.

The analysis of various career education models and the review of the literature lend support to the notion that any effort to make various education enterprises more responsive to the career development needs of people will require eventually a kind of structural intervention, a developmental system. The major focus of the system must be on the career development needs of people and those accommodations required to assist people in their career development.

The career development needs of people can possibly be categorized as:

1) Knowledge acquisition about the work world.
2) Experience with the work world.
3) Preparation for the work world.
4) Guidance and support services needed to assist and coordinate the career development process.

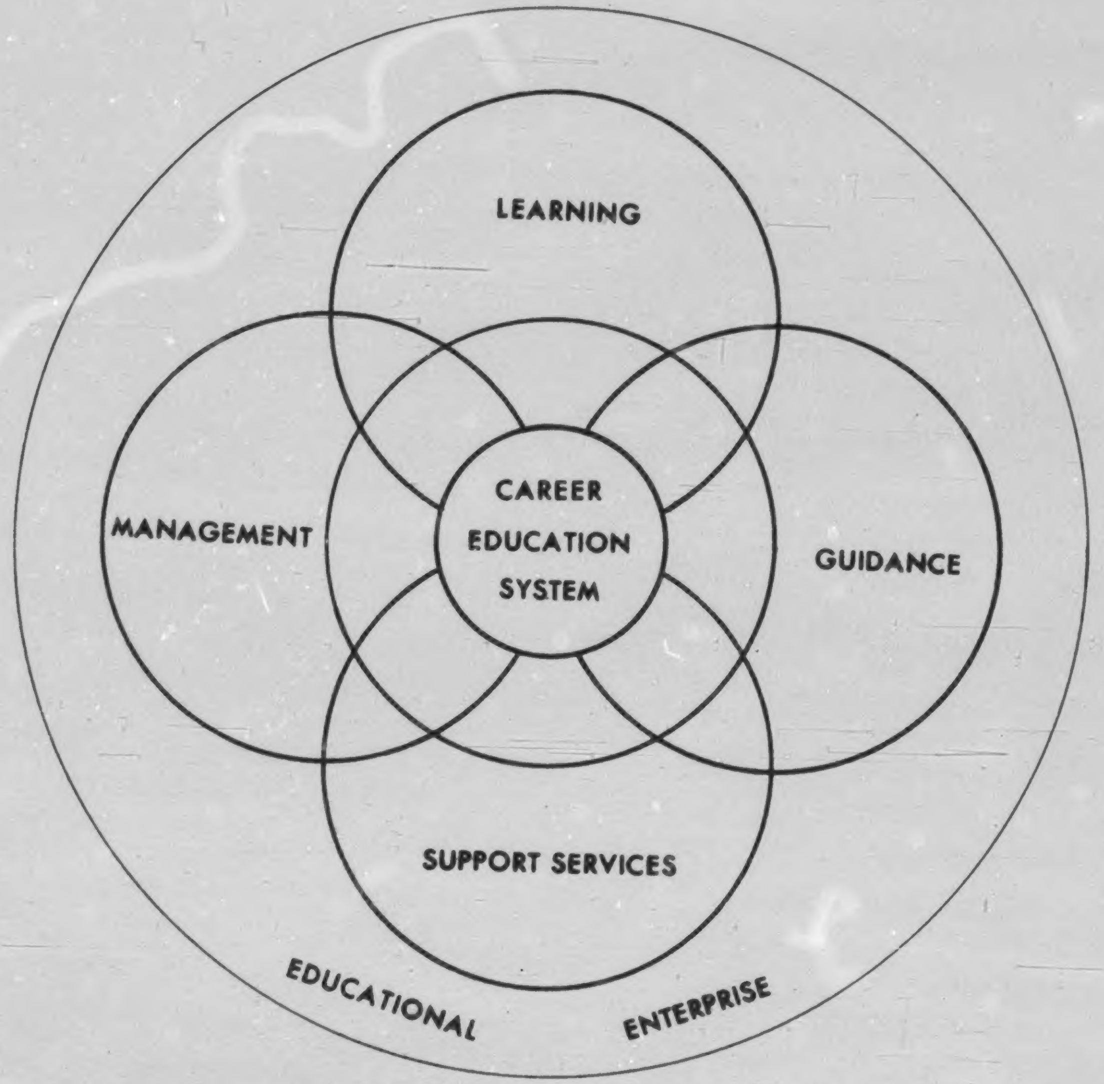
Based on this rationale, the following conceptual career education framework (Figure 1) is proposed. The first three needs expressed above are directly related to the learner and form the basis of the learning component of the system. In the vernacular of an educator, career education is perceived as having both content and process goals and objectives. It is not the purpose of this paper to establish goals and objectives, but its purpose is to propose the components of a career education system which will aid practitioners to better perceive the scope of the career education mission from which process goals and objectives can be delineated.

Identification and Description of the Basic Components of a Career Education System

The proposed conceptual career education framework, Figure 1 on the following page, has four interfacing components: (1) Learning, (2) Guidance, (3) Support Services, and (4) Management. These are perceived to be basic organizing components for any career education endeavor.

FIGURE 1

COMPONENTS OF A CAREER EDUCATION SYSTEM


LEARNING
MANAGEMENT
CAREER EDUCATION SYSTEM
GUIDANCE
SUPPORT SERVICES
EDUCATIONAL ENTERPRISE

The narrative which follows was written for a vast audience--the labor leader, the dean of a university, the director of a State Department on Human Resources, the community mayor, the homemaker concerned with career development. These and others must be concerned with career education. Some day we may be able to insert the word "community" before the words "educational enterprise" in Figure I.

Career education, when fully understood, will call for a comprehensive community-plan rather than a school-plan for education. Career education should and must affect all educational enterprises/environments. In any discussion of career education these environments cannot be ignored. Each of the environments will have to do its planning and organizing for career education, but hopefully this planning and organizing can be done in orchestration with one another. Just as the schools and colleges have a responsibility for career development, so must these other environments recognize that they are a part of the community career education delivery system.

THE LEARNING COMPONENT

The learning component is perceived to have three major sub-components: (1) knowledge, (2) experience, and (3) preparation. Those individuals presently involved in career education exemplary projects will probably refer to the first sub-component as the "awareness" phase of career development. The term "awareness" is often not understood or is not sophisticated enough for some institutions; therefore, a more academic term has been used.

The knowledge sub-component is crucial to individual career development. Individuals need to become aware of (a) career options, (b) preparation opportunities, (c) requirements, (d) modes of training, and (e) their own personal interests, aspirations, needs, and values. Some fundamental knowledge about work and self are essential for decision-making and career planning.

Awareness of self and the work world is part of an individual's knowledge base from which decisions are made and career development plans are conceived. Many of the career education models that have been conceptualized show the awareness stage to be a primary concern for the elementary school, the "explorations" stage to be a primary concern for the middle school/junior high school. These transitional stages, and others, are cyclic for many individuals, but at a higher level of sophistication. Career development education must make sure that the knowledge base is (1) both representative and accurate, and (2) organized so that it can be transported to people at their level of understanding. The real seeds of innovation will lie within the framework of new delivery learning systems.

The utilization of many resources (people, methods, media) organized into a variety of transportable learning modules/units will need to be planned, organized, and produced by different groups within a community career development system. The various occupational clustering systems for awareness, exploration, and preparation now being considered within the elementary/secondary schools provide community career development theorists and practitioners information needed to design a system which permits knowledge and experience to be planned and systematized hierarchically. Such a system is perceived as having major occupational clusters divided horizontally into sub-clusters and vertically planned as to levels of awareness and experience in order to accommodate the child, the youth, and the adult. The "heart" of any organization of career knowledge is the occupational clustering system. It is the vehicle for organizing people and material resources. From such a system the modes of delivery will depend on how extensively the career development system is to penetrate the various educational enterprises within the community.

The experience sub-component within career education is the application of self--one's knowledge/physical energies/personality--to occupational cluster tasks. There are three types of experiences which enhance career development: (1) inquiry and observation experience, (2) project/simulated/work sampling experience, and (3) work participation.

The formal educational environment can plan a natural career development progression for its students, but many individuals in our community are participating full-time in life-supporting work and activities. Neither have many of these individuals had planned opportunities to inquire, observe, and sample other work possibilities. A community career development system will need to recognize the need for many of its employed citizens to have opportunities for career knowledge and career exploration and experience in addition to their regular work roles. This is an important concept if we are to combat underemployment, job discrimination, and job dissatisfaction. There are some communities seriously considering new types of cooperative education. In addition to the regular secondary and post-secondary work experience programs, a cooperative program is needed for employees. Employers could cooperate with a local school/college (public or private) to accommodate the human development needs of their workers. Just as youth in our schools and colleges need actual experience with the work world, many employees need experience with the education world through a planned cooperative program.

Again, the delivery system for the experience sub-component can utilize methods, media, educational technology, and people from the community at large to plan, organize, and deliver career experience opportunities to the general public through new learning systems.

The preparation sub-component is finite. It focuses on a specific job or occupational cluster for determining skills, knowledges, and personal characteristics needed for employability, continuation and/or advancement within the work world.

The preparation programs in any community are varied and often invisible to many of the citizens desiring preparation opportunities. Attempts have been made to provide an inter-agency information exchange, for example, the Cooperative Area Manpower Planning System, CAMPS.

CAMPS attempts to identify gaps and duplications of preparation services throughout a community and to establish program linkages. A major problem is the lack of true coordinating authority so that programs can be made known, accessible, and relevant.

Preparation relevancy is a factor often ignored in the conceptualization of career education. The real career aspiration of an individual may have to be compromised because of extenuating circumstances with this person's life. In most cases this is expressed by the individual as a need for immediate employment for economic self-sufficiency. Though these latter comments are not directly related to the conceptualization of a preparation sub-component/stage within the career development process, preparation relevancy does indirectly affect our organization of this sub-component to accommodate the need for "quick" employment.

All preparation programs, regardless of the educational environment, should have some general characteristics to aid in the development, evaluation, and transportability of a preparation program. These are listed below:

--Preparation programs are related to occupational clusters which have been subdivided into sub-cluster modules and units to facilitate program delivery to learners.

--Preparation modules/units are based on present requirements and anticipated changes within the labor market.

--Preparation instruction can be performance-based and stratified as to levels of competencies. These stratified levels may permit program articulation between secondary, post-secondary, and other community educational enterprises.

There now appears to be general agreement that programs are performance-based if they have these essential elements (Massanari, 1973):

(1) Competencies (knowledge, skills, behavior) to be demonstrated by the learner; derived from explicit conceptions of the occupational role; stated so as to make possible assessment of a learner's behavior in relation to specific competencies; and are made public in advance.

(2) Criteria to be employed in assessing competencies are based upon, and in harmony with, specified components/modules/units; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

(3) Assessment of the learner's competency uses his performance as the primary source of evidence; takes into account evidence of the learner's knowledge relevant to planning for, analyzing, and interpreting, or evaluating situations or behavior.

(4) The learner's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

(5) The program is intended to facilitate the development and evaluation of the learner's achievement of specified competencies.

These are generic, essential characteristics. There are a number of other implied characteristics in the organization of preparation programs for the work world. These are:

--Instruction is individualized and personalized.

--The learning experience of the individual is guided by feedback.

--The program as a whole is systemic, as the essential elements require.

--The emphasis is on exit, not on entrance requirements.

--Instruction is modularized to permit accurate targeting on the development of specific competencies intended to facilitate the learner's acquisition and demonstration of a particular competency. Modularization increases possibilities for self-pacing, individualization, personalization, independent study, and alternative means of delivering career preparation programs.

THE GUIDANCE COMPONENT

The guidance component is so integral a part of any career education system that it could be illustrated more realistically as fused to the learning component and interfacial with the other components.

The guidance sub-components are perceived as processing type functions and are categorized as:

(1) Assessing needs of the individual

This involves determining and helping the individual assess his/her personal aspirations, values, career interests and aptitudes, and personal situations affecting career development, levels of career knowledge and experience, as well as helping to assess his/her other development needs in order to be more competitive in the market place.

(2) Directing

This is the process of providing help pertinent to the respective needs of the individual. Several examples of such help would be: (a) job development, (b) job placement, (c) selection of knowledge and experience modules which can be delivered through a home-based study program, (d) released time to observe other career roles and functions, (e) referral to community agencies for help with personal needs, and (f) inservice training and staff development.

(3) Informing

An important function of guidance is providing individuals with career information through knowledge and experience modules/units (the Learning Component) within a specific occupational cluster. The information is delivered to individuals through a variety of methods; for example, print-outs, microfiche, multimedia learning packages, television, brochures, and other printed materials.

(4) Planning

These are activities related to (a) personal and group counseling and (b) establishment and/or modification of career development blueprints.

A career guidance component is paramount to the success of any career education effort. It is the guidance process which helps individuals "put it all together" so the learning experiences have personal meaning, and give direction for future career development endeavors.

More states and communities are beginning to realize that adult career guidance is important. In March of this year a bill was introduced in California for establishing a pilot project for adult career guidance centers (California State of 1974).

THE SUPPORT SERVICES COMPONENT

This third major component has five sub-components:

(1) Identifying and organizing community resources (people, facilities, materials, etc.)

Many educational enterprises are forming Career Development Centers. These may be described as permanent or mobile facilities; centralized or decentralized (satellites); community or institutional based facilities. One example is the San Mateo "Central Resource Center" managed through a joint effort of industry, education, community, and local government.

(2) Training career education personnel

Perhaps the most significant determinant for initiating and sustaining a visible and viable community career education system will be those strategies utilized to involve people from the community in such role functions as: managing, instructing, guiding, and supporting.

The partners in career education may be remunerated and voluntary personnel; ancillary and adjunct who aid the transition process of individuals. Little attention has been given to the area of personnel development for volunteers in career education. Volunteer education should be highly considered in any list of future priorities. As the human resources in any community are tapped, the more evident it becomes that volunteers need training.

Some of the roles to be assumed by volunteers and for which training is needed appear below.

a. Career counselor assistants

b. Career discussion leaders and listeners

c. Resource and activity supervisors

d. Neighborhood home-school coordinators

e. Referral agency-school-home coordinators

f. Business and industrial tour guides

g. Role players

h. Career cluster aides

i. Basic education tutors

j. Special education task development helpers

k. On-the-job training supervisors

l. Career cluster coordinators

m. Pre-apprenticeship sponsors

n. Advisory committee and task force committee members

Strategies which bring segments of the community together for career education services can well be the fusing element badly needed in many communities.

(3) Providing operational data.

Data banks and clearing houses can provide management, placement, and resource information. Instruction (modules/units), career data, and learners' longitudinal records can be facilitated by computer terminals.

An example of a new state-wide interagency Career Information System is the one developed for the State of Oregon. This system is available to Oregon agencies and schools.

(4) Providing research and development services.

--Population needs and characteristics

--Job market needs

--Manpower forecasting

--Job performance requirements

--Material creation and field testing

A support services component requires the cooperation and collaboration of many people. The success of this component is highly dependent upon how effectively it can interface with the management component.

THE MANAGEMENT COMPONENT

The management component is perceived to have three major subcomponents: (1) people, (2) processes, and (3) authority. The success of career education appears to be highly dependent upon strategies which (a) involve people in new collaborative efforts, (b) consider interaction and linkage between and among environments/enterprises, and (3) can establish an administrative coordinating unit with the authority and dollars to accomplish a well delineated mission.

People are needed in the various processes described later under the process categories of planning, structuring, implementing, and evaluating. Substantially more people should be involved in the planning process and considerably fewer people are needed as the process moves from conceptualization to implementation. There appear to be three significant groups of people: (1) representatives of the general public and community institutions; (2) those who will use the system, provide professional support, and finance the system; and, (3) those who provide the management leadership and are held responsible for monitoring the system.

It is obvious that each of these three groups can make some particular contribution.

> Some groups have a greater stake in the matter and hence might be expected to contribute more; others may not see themselves as involved directly (with career education) but may nevertheless contribute a key idea, tool, or action. Each group brings a particular perspective and also a particular set of interests and competencies. Probably what is most needed is a symbiotic relationship among the groups that

> will result in the potential contribution of each being utilized at the appropriate time and in the appropriate way (Stufflebeam, et al., 1971).

Processes essential for moving from a conceptualization state to a maintenance state are perceived as sequential and cyclic. These processes are: (1) planning, (2) structuring, (3) implementing, and (4) evaluating.

PLANNING for career education has a number of conceptual elements which help a management team focus on specific goals and objectives related to some generic end within a given environment. The sought end of planning is product goal setting. Awareness of career education needs and opportunities by significant groups posits the following questions:

a. What population will be served by the career education system?

b. What are the characteristics of the target population?

c. What job-market surveys and forecasts are needed and what information is available?

d. What are the specific goals sought through the career education system?

STRUCTURING is the process of conceptualizing a framework which will allow for optimum use of resources in searching for a specific set of objectives. This process requires (1) the mission to be further refined and explicated, (2) the establishment of component priorities, the delineation of component process goals and objectives, (3) the determination of specific milestones with activities and tasks timelined to accomplish goals and objectives, and (4) the securement and organization of needed implementation resources (people, authority, dollars). Structuring of career education will require a management team to consider:

1. The identification and analysis of alternative systems/designs for consideration.
    a. What are the basic components?
    b. Can process goals and objectives be identified?
    c. Are the designs/systems congruous with the environment/enterprise?
2. The selection of a basic system/design.
    a. Will the system/design meet the needs of the target populations?
    b. Can the design be altered/modified as well as operationalized within a given environment/enterprise?
    c. How does the design fit with other career education efforts?
    d. What resources are needed and available?
    e. What will the system cost?
    f. How shall it be monitored?
    g. What are the growth possibilities and related implications?
3. The determination of processes for effecting change.
    a. How much and what kind of change can be reasonably expected?
    b. What strategies and objectives will maximize implementation and maintenance success?
    c. Are there additional planning steps to be considered?
    d. What are the motivational incentives--the reward system--for change?

IMPLEMENTING is the process of carrying through the action plan described under structuring for making process decisions. One must ask the question, is the actual process congruent with the intended process? The management team must realize that implementing a new structure into an existing structure will generally require a series of steps/phases. Implementation for the most part cannot come by tearing out the old and implementing the new. Therefore, many enterprises have "phased" into a comprehensive system as a strategy necessary to effect change. Career education to become visible and viable within an enterprise/environment, will necessitate major restructuring value orientation changes, a major realignment of goals, and an internal adaptation to a significantly different set of commitments. Implementation decisions, therefore, will be needed, decisions which consider how much change and what inservice education will be needed to effect change as measured against the bench mark of intended process objectives.

EVALUATING is perceived by Stufflebeam and others (1971) as a process of delineating, obtaining, and providing useful information for judging decision alternatives. In effect, it provides the inputs needed for recycling through the processes/stages to correct, change, or modify the system. The career education system will need internal and external evaluators who will assess against a set of established criteria. Internal evaluation is used to serve the on-going decision needs of the management team related to planning, structuring, and implementing. External evaluation is highly desirable to maintain the integrity of the system.

Authority has been given a separate treatment within the management component. The question of "who runs the ship" will become more of a management concern as more and more institutions collaborate to provide a community-based career education system. The rate of transition, from a single institutional effort to a complex network where people and institutions are linked and interact to provide a more comprehensive approach to career education, will be highly dependent upon the degree to which institutions are willing to collaborate within a new coordinating authority--authority which can, for example:

- --Transform the entire community into a complex of learning sites.
- --Reconceptualize the role of the school in the educational process.
- --Transform the work place to a work and learn environment.
- --Consolidate the flow of funds for the career development needs of people.
- --Mobilize and redeploy the best talents to a community-based system for career education.

Summarization

The conceptualization of a career education framework, irrespective of the elementary and secondary school efforts, posited two assumptions: (1) that there are basic components of career education which are generalizable to a variety of educational settings; and, (2) that the learning components can be interfaced to form a career education system which will be germane for a simple or complex environment/enterprise.

The basic components and sub-components of the proposed system are listed below:

The Learning Component

- --Knowledge
- --Experience
- --Preparation

The Guidance Component

- --Assessing
- --Directing
- --Informing
- --Planning

The Support Services Component

- --Identifying and organizing community resources
- --Training career education personnel
- --Providing operational data
- --Providing for research and development services

The Management Component

- --People
- --Processes (planning, structuring, implementing, and evaluating)
- --Authority

This paper was undertaken to provide a starting point for future dialogue. It was an attempt to conceptualize the basic components needed to meet the career development needs of people which could also be perceived as the components of a career education framework. Time did not permit the author to refine the conceptualization framework. Hopefully, the paper will provide some insights into the complexity of the career education endeavor.

Some individuals may consider the proposal as a nefarious treatise. Still others may accept and/or refute some of the notions. What is important is your concern for identifying the structural components of a career development system which can accommodate the present and future needs of people and society.

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IDENTIFICATION/ANALYSIS OF CAREER EDUCATION NEEDS OF STUDENTS WHO PARTICIPATE IN TRADITIONAL PROGRAMS IN GRADUATE TEACHER EDUCATION

by Terrel H. Bell

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ABOUT THE AUTHOR, TERREL H. BELL

Terrel H. Bell, the man officially nominated by the White House as new U.S. commissioner of education, is known as a gutsy fighter who gets things done. This assessment of Bell, by those who have worked with him, is bound to surprise people who first meet the slight, white-haired 52-year-old educator. He gives the appearance of being meek and retiring, but time and time again he is described by colleagues in bold terms. "He's a bantam rooster, not afraid to make decisions and not afraid to move," says a former U.S. Office of Education (USOE) official. Bell, currently superintendent of the Granite School District in suburban Salt Lake City, Utah, has been nominated to take the job of Commissioner John R. Ottina.

Bell, who worked at USOE from 1970 to 1971, won wide respect when he took over as acting commissioner following the sudden departure of James Allen. "Bell really impressed a lot of people in USOE those seven months as acting commissioner," says John Chaffee, former USOE news director. "People in an acting job usually just hold the fort, but Bell was not afraid to do things." Former U.S. Associate Commissioner Don Davies agrees, "He's a tough guy who speaks plainly--a forceful, confident man. After Allen left he didn't just sit around waiting for a new commissioner, but proposed ideas of his own."

Bell is also highly regarded in Utah where he was State Superintendent of Public Instruction from 1963 to 1970. In the Utah State Department of Education he is known as an advocate of early childhood education and has championed a stronger relationship between home and school. Bell also believes education should be results-oriented and favors "management by objectives." Vaughn L. Hall, Utah's deputy state superintendent, says Bell's strongest administrative asset is his ability to delegate authority and manage a complex bureaucracy.

But perhaps Bell's biggest advantage is his almost universal acceptance by all parts of the education community. He also has a reputation for being "refreshingly honest."

Taken from Education U.S.A.,
"Washington Monitor," April 29, 1974.

"IDENTIFICATION/ANALYSIS OF CAREER EDUCATION NEEDS OF STUDENTS WHO PARTICIPATE IN TRADITIONAL PROGRAMS IN GRADUATE TEACHER EDUCATION"

INTRODUCTION

The writer was asked to prepare this paper with little time available between the invitation and the completion deadline. The task was accepted with some reluctance on April 22, 1974. The paper was due in Columbus on May 13, 1974. This meant that library research, outlining of the paper, rough draft writing, first draft revisions, and final typing had to be completed prior to May 10.

Following acceptance of this assignment, the writer was called to Washington in connection with confirmation hearings for the position of U. S. Commissioner of Education. The entire week of April 29 to May 4 was planned to be used to complete most of the work on this paper. But the week and some subsequent days were pre-empted by Senate hearings.

It was obvious that there would not be sufficient time to turn the task back to the Center for Vocational and Technical Education for assignment to some other person. The author therefore resolved to produce a paper in some form to meet the deadline and have some written material for use of workshop participants. This is an explanation and not an apology for the limitations in the quality of this effort. Nonetheless, it is hoped that the paper will generate discussion and response to this timely topic.

STATEMENT OF PURPOSE AND DEFINITIONS

This paper will attempt to identify the general areas of need for basic career education for students participating in graduate teacher education and for students contemplating a decision to enter a graduate school of education and seek a professional degree. From a search of the literature and from the writer's own professional experience, an analysis and summary of these needs will be made.

For purposes of this paper, graduate students in teacher education will include all graduate students seeking a graduate degree in fields of teaching, administration, curriculum development, personnel and guidance services, educational psychology, and other fields of graduate preparation related to services in public and private education.

Career education needs will be construed as that learning needed for intelligent decision making and for successful adjustment by graduate students involved in, or about to enter, graduate teacher education. Such instruction also includes preparation for entry into jobs following completion of graduate degrees.

ASSUMPTIONS

This paper will be limited to some very broad considerations of the career education needs of graduate students in teacher education institutions and will not include extensive curriculum content development nor discussion of learning strategies. The paper is written with the assumption that the readers have experience and background in professional education but do not have extensive understanding of career education.

COMMENTS AND OBSERVATIONS FROM A BRIEF SUMMARY REVIEW OF THE LITERATURE

Sterling M. McMurrin has written that "career education is synonomous in meaning with education." (9)* He believes that all education should be, in addition to the other meanings, career education. McMurrin emphasizes that career education should not designate a particular kind of education . . . . that education for a career should not abandon or ignore liberal education.

Kenneth B. Hoyt and his co-authors (7) claim that "career development is essentially a lifelong process" that begins in the preschool years and continues until death. This and similar observations of other writers indicate that career education most definitely has a place in graduate schools of education. Students engaged in advanced preparation for leadership positions in public and private educational systems need a more formalized program of career education.

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*References cited may be found in the bibliography. The numbers in parenthesis coincide with the numbered references in the bibliography.

Goldhammer and Taylor (5) explain, in responding to the question, that there has been a deliberate strategy to leave the term open to definition by scholars and practitioners in the field. Notwithstanding this explanation for a lack of a precise definition, Goldhammer and Taylor offer some provoking concepts about career education that are pertinent to this treatise on career education for the graduate student in teacher education:

"Career education introduces a new polarity and sense of purpose into education. Some view it as the new paradigm for education, focusing on career development. Career education considers curriculum to be systemic--an integrated and cumulative series of experiences designed to help each student achieve (1) increased power to make relevant decisions about his life, and (2) increased skill in the performance of his life roles.

"Specifically, career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious and aesthetic. It recognizes the centrality of careers in shaping our lives by determining or limiting where we work, where we live, our associates, and other dimensions that are significant in defining our life style. Designed for all students, career education should be viewed as lifelong and pervasive, permeating the entire school program and even extending beyond it.

"Career education is a systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school- and community-based resources, young people's career horizons should be broadened. Their self-awareness should be enhanced. The framework for accomplishing these goals are the phases in the career education program: career awareness, career exploration, career preparation.

"The educational program should be sequenced and postured to optimize career development and should provide as broad a base of understanding of self and the world of work as possible. It should be designed so youngsters will, in fact, have two options at several levels: continuing education or employment. Career education provides those options and is designed to strengthen and achieve student self-actualization. It builds upon the strong motivating force of career interest, career development and preparation. It provides a means of making other elements of the school relevant to life purposes and stimulates student interest and participation in these "supporting" areas. Subject matter is not an end, but rather a means of helping individuals optimize their career development. Knowledge is viewed as applicative; not merely descriptive. In the vernacular of the day, career education "puts it all together."

These most astute and descriptive paragraphs help make a case for development of career education programs in graduate schools of education. The sense of purpose espoused by Goldhammer and Taylor is needed in graduate schools of education. These graduate students likewise need the "lifelong and pervasive" influence that meaningful and rewarding careers offer. In the many areas of specialty in public and private school service the systematic exploration of career options provided by career education will benefit the schools served as well as the graduate degree recipients. The subject matter taught in graduate schools of education will, the writer believes, have much more relevance and meaning to graduate students after having participated in a career education sequence as a prelude to pursuit and completion of a graduate degree. Indeed, the writer agrees that career education in the graduate school will do as much to "put it all together" as it has on other levels and fields of education.

Current information on graduate education is difficult to find in the literature. Most of the data are several years old. But it is clear that the number of fields of specialization in which graduate degrees are offered has been proliferating. Jane Graham (6) has indicated that there were over 595 fields in which the doctorate was awarded in the year in which she completed her study. Joseph L. McCarthy (8) reports that the Master of Education degree is the most frequently awarded degree of all the professional fields. Indeed, a very large portion of all graduate study in the United States is in the field of graduate teacher education. This quantity of participation is a factor to be considered in justifying career education on this level.

Requirements for graduate degrees, including admission standards, qualifying examinations, research and advanced study are important considerations in planning a program of career education. Most master's degrees require the attainment of a bachelor's degree and an undergraduate record of approximately a B average for admission. This, of course, varies from one institution to another. High performance on examinations (such as the graduate record examination) and demonstrated high levels of professional competence may be accepted by some institutions as an alternative qualification for admission if the undergraduate record falls below the B average.

Comprehensive examinations are commonly used in graduate teacher education. These exams are usually both written and oral.

The course work in graduate teacher education consists of advanced study in graduate level classes and work in seminars and individual study projects. A certain amount of field study and field project activity is becoming more common in graduate teacher education. This is in keeping with the trend of looking for demonstrated competency as well as academic performance.

On the doctoral level, students are required to prove a high level of scholarly attainment before being admitted to a doctoral program in education. After a student has proven through advanced course work, seminars and field projects, and through a series of comprehensive qualifying examinations that he or she is capable of meeting high standards of excellence, the student is advanced to candidacy for the doctorate. Following this, the emphasis is shifted to research and the completion of a dissertation.

All of the foregoing information - outlined in very brief form - should be part of the content of a career education program for graduate students in teacher education.

Fellowships, teaching assistantships and other forms of financial assistance are available in limited supply to some graduate students. Federally supported research on the University level has provided many opportunities for advanced research and study. Information about these sources of financial assistance and about federally subsidized and federally guaranteed loans should comprise part of the career education program.

Foundations - both public and private - support advanced study efforts in teacher education. Many large corporations have established programs of support in specialized fields. Government sponsored foundations and institutes (such as the National Institute of Education) have sources of assistance and support for research and advanced study. These sources are often discovered by students on a chance and hit-or-miss basis. This is particularly true in smaller institutions in graduate schools geographically remote from many of the larger centers of population. A program of career education should have, as part of the content, a means of learning on a systematic basis about these opportunities.

Many students enter graduate teacher education programs with very little knowledge about advanced degrees, degree requirements, examinations, language requirements, etc. Trial and error discovery often is the means of learning. While the programs can be rigorous in content and challenging in many aspects, the finding out of what is required and why it is should not be one of the obstacles to reaching the ultimate goal of a graduate degree. A well developed program of career education would meet this need. Such a program would be of inestimable value to thousands of graduate students. It would prevent costly mistakes---would outline the total route to the degree---and would "tell it like it is" to the prospective degree seeker.

In his search of the literature the author was unable to find any models of a complete career education program on the graduate teacher education level. This does not imply that none exist. None were found by this writer in a hurried search under time pressure. It is obvious that career education programs for graduate students in education are, at best, lacking in quantity and quality.

Hoyt (7) describes several key concepts of career education. Since these have implications for career education models for institutions offering graduate teacher education, they are outlined below:

"1. Preparation for successful working careers shall be a key objective of all education.

"2. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

"3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

"4. Preparation for careers will be recognized as the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills.

"5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.

"6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education (including opportunity for upgrading and continued refurbishing for adult workers and including productive use of leisure time and the retirement years), career education will seek to extend its time horizons from "womb to tomb."

"7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education."

The emphasis in the above concepts of career education upon helping all persons in education on all levels to prepare for successful working careers should not be missed by graduate school deans, professors, graduate department heads and others. Since career education is indeed a very pervasive approach to all of education it has a place in graduate teacher education.

Many graduate schools consider advanced study and the pursuit of a graduate degree to be a sink or swim proposition. To advocates of this position the idea of career education on the graduate school level may seem to be pampering. Indeed, many may consider the supporting and seeking out with ready assistance in the career education tradition as interfering with the process of weeding out the less than fully competent from the totally able advanced student. But the need for career education for all, including graduate students, is well documented in writings by such authorities as J. A. Bailey (1), Marvin Feldman (4) and Osipow (10).

Grant Venn, in Man, Education, and Manpower (12), emphasized the universal need for career development on all levels of endeavor and in all aspects of the world of work including areas of professional service such as teaching, school administration, and other fields of public and private school service.

CONCLUSION: The need for career education programs on all levels of education including graduate schools of teacher education can be well documented from the literature. But what form graduate level career education should take and what specific needs should be met is more difficult to document.

APPLICATION OF THEORY TO PRACTICE

The writer found a dearth of studies, scholarly expositions, and professional editorial views in the literature insofar as illustrations of specific programs, models, or theoretical concepts as to what ought to comprise a program of career education for graduate students in teacher education.

However, the literature on general career education suggests a number of approaches to establishing programs of career education that may be useful to graduate school deans, professors of education, and others concerned about the need for programs of career education for graduate students in teacher education. Drawing from suggestions found in the literature and applying the same to the graduate level, a process for development of a program would include:

1. An assessment of graduate student needs through an inventory of problems and an analysis of needs common to the greatest number of graduate students.
2. A study and analysis of career education concepts and models used on other levels of education with an eye to adaptation of those features and aspects applicable to graduate students.
3. Involvement of key decision makers in analysis of the assessment of graduate student needs and in the analysis of models that might be adapted to a graduate student program.
4. Obtain feedback and critical response from school systems and state education agencies in which future graduates with master's and doctor's degrees will be placed.

5. Formulate basic career education objectives and the large goals of a career education program for graduate students in education.
6. Develop an implementation plan and some time phased action steps that are realistically cognizent of available resources.
7. Execute the plan developed in 6 above.
8. Evaluate and revise each year to evolve a program that grows in scope and depth.

SUMMARY AND CONCLUSIONS

Many graduate students in education have had experience in public or private schools. Most graduate students are experienced teachers and many have had administrative experience. Many graduate students pursue advanced degrees while currently holding a professional assignment in the schools. Many graduate degrees are earned through summer school attendance at Saturday classes while the candidates are working full time.

A few graduate students, however, earn advanced degrees without having had previous experience as a practitioner in education. This is not common, however, with respect to the doctorate. Most graduate schools encourage educational experience before enrolment as a candidate for the terminal degree. Many institutions require experience before admission to candidacy.

In looking at the career education needs of graduate students in education it must therefore be remembered that most students are experienced practitioners. This does not mean that their career education needs are few. Indeed, as will be established by the statements that follow, their needs are many.

In preparing a program of career education for graduate students a thorough orientation to graduate study programs should be planned. Prospective graduate students should learn about the nature and the traditions of advanced study beyond the baccalaureate degree. The demands for self directed study must be clearly described.

The procedures and processes of graduate study should be known. This should include an understanding of the work of professors who provide supervision and guidance to graduate students. Such students should learn about the role and relationship graduate committees and committee chairmen have with the graduate student.

Prospective graduate students should receive an orientation to the role of libraries in supporting graduate study activity on the university campus. They should be aware of the extent and the depth of library work required of graduate students in graduate level course work as well as in research. Particularly should the career education program provide a thorough introduction to the review of the literature surveys and the rigorous demands placed upon graduate students to exhaustively study the state of the art in fields of endeavor in which they will be specializing.

Graduate students in education should learn from the career education program about the demands of educational research. They should know of the frustrations, problems and complexities of research in education. They should be familiar with the challenge of educational tests and measurements. A survey and broad overview of research in education and understanding of the long and arduous effort underway for years to apply the scientific method to education should be provided. The great need for progress and the many unexplored areas in educational research should be presented as part of the career education program for graduate students.

Graduate students in education should learn about the thesis, dissertation, professional paper and field study requirements of advanced study in education. They should understand the challenge as well as the opportunities for personal growth and improvement that will be offered to graduate students in education.

The economics of graduate study---the cost and return factors should be presented. This should include a review of salary scheduling practices and the upward mobility opportunities provided to holders of advanced degrees in education.

The career education program should teach about the supply and demand, usual job placement, and competitive factors involved in gaining positions in education where graduate degrees are generally required. Many frustrated, would-be administrators are sitting today in teaching positions from which they had planned to launch themselves through the vehicle of a graduate degree. In looking at job placement opportunities for newly earned doctorates in education, the career education program should provide sufficient "reality therapy" to prospective degree seekers.

The career education program for graduate students in education should: (1) provide motivation; (2) provide adequate orientation about the total "journey" to the degree; (3) offer relevance and meaning for each student's career planning and career decision making, and (4) offer broadened horizons and perspectives about the totality of opportunities for service to the schools.

RECOMMENDATIONS AND IMPLICATIONS

The Center for Vocational and Technical Education should consider developing a model career education program for use of graduate schools in serving the needs of graduate students in teacher education. The needs touched on briefly in this paper need more development in depth. A survey of graduate student problems and sources of frustration in making career decisions and in meeting the very heavy demands of graduate study would, the writer believes, provide a basis for an important aspect of a total career education needs assessment in this field.

More information is needed concerning existing programs in graduate schools that may serve as a component of a total career education program. Some parts and pieces may be assembled from various institutions that would limit the scope of the total task. In the total career education model building effort, the need for career education programs for graduate students in teacher education should be given more attention and possibly a higher priority.

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IDENTIFICATION/ANALYSIS OF PROBLEMS ENCOUNTERED IN PLANNING/IMPLEMENTING CAREER EDUCATION IN GRADUATE TEACHER EDUCATION INSTITUTIONS

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Dr. Venn is a member of a number of professional organizations and holds professional certificates in superintendency, elementary and secondary school principal, standard general teaching, vocational education, and counselling and school psychology. He has received a number of honorary memberships and is listed in Who's Who in American Education and Who's Who in America. He has served on a number of national panels, councils, committees, and conferences. He is the author of many books, pamphlets, and articles, including

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Identification/Analysis of Problems Encountered in Planning/Implementing Career Education in Graduate Teacher Education Institutions

Introduction

In a technological society education becomes the link between every individual and his chance for a significant role in that society. This has never been true in the past and is still not true for many cultures in the world today - in the United States, however, education is the link to one's private, public, and work life.

What kind of education is necessary is debated today as it has been since the beginning of the industrial revolution. The debate is heard much more often and loudly in legislative bodies, among the young, the excluded and the power structures than in the graduate teacher education institutions. Why is this true? Why has the debate been so insignificant in the institutions that prepare the leaders and workers for an educational structure which must educate all citizens for the future? Why have the arguments for changed education come from others than those that are in the business of preparing educational leaders?

"Academic or vocational," "comprehensive or separate," "general or specialized," "career or liberal" are still the conflict positions that attract more devotees than cool analysis. (Wirth, 1972)

Because of the dehumanizing posibilities of technology which threaten the democratic dream, the growing pressure for people to have more knowledge and technical skills, and the increasing confusion between purpose and process in education makes the debate more important than in the past. (Gorman, 1974)

How can cultural renewal be accomplished within a technological society? How can individual differences be developed while learning the knowledge and skills required for today and in the future? How can the variety of aptitudes among our citizens be developed more effectively for the individual and the society? Can the educational system change enough to meet the challenge of serving every person while serving us all?

This paper addresses itself to these questions most obliquely by asking the question: "What is the role of graduate schools of education in preparing educational leaders who can help solve these problems?" It will specifically look at the reasons, or excuses, why career education has not become part of the plans and programs of these institutions? The paper will specifically raise the following questions.

Can career education help to change education at all levels?

Can schools of education continue to believe that simply doing more effectively what we already do will be adequate?

Can we imagine that simply applying technology to methods of instruction will be an answer?

Can we continue to function as if education can do the job alone?

Can we think that knowledge and skills alone are adequate to the times?

Can we act as if one's private life and public life are not directly related to one's work life in the future society?

Can we continue to function as if experience and theory can stand alone and separately?

Can we still believe that the transition from dependence to independence is a simple step not involving the educational institution - or from school to work or from followership to leadership?

This paper will look at these questions in terms of problems in implementing career education programs in graduate schools of education.

How this nation must change its educational system to educate individuals continuously to control and to live more effectively in a technological society is the overriding question. It would seem that graduate teacher education institutions ought to be providing leadership in solving this problem.

Every educator must understand the arguments which are being made and the societal forces which implement or kill such proposals as career education. It is obvious that the vast majority of educators in graduate teacher education institutions have yet to become aware of the concept of career education let alone consider its implications for the work of their institutions.

Career education has become a significant approach to the individualizing of education for everyone. It has also become seen as a significant movement to make education more relevant to the times by national, state and local governments. Support has come from many sources outside government such as business and industry, study commissions and other civic groups including the youth of the nation. (Pucinski, 1971)

The rationale for this, it seems to me, comes from the fact that in a technological society one's work life is highly related to his private and public life. Thus the consideration of one's career or "work life" cannot take place without developing a set of values for one's private life and one's public life. The changed nature of work and the total continuing rate of change in our society have made it absolutely necessary that career education become a part of the education of all our citizens. It has become equally clear that no one curriculum can prepare everyone to find a satisfactory role in a changing society which demands more knowledge and skills each day, much of which must be new knowledge and skills. It becomes equally clear that schools, at any level, cannot do the job alone. The inability of our youth to gain experience or to test the knowledge and skills they have gained, in the real world, has become a problem in a technological society. Change occurs too swiftly to delay the testing of theory against reality until after formal education. Today the learner must do more than memorize and store knowledge and skills, he must have a continuous opportunity to test them and make changes or to experience failure before it is too late or too critical in his life. This mandates a fundamental change in the relationship between educational theory and practice. Thus the greater the rate of change in society the earlier and more often it is necessary to "experience reality" - to check the theory. (Toffler, 197

Our graduate teacher education institutions and our lower school levels are organized and programmed to supply knowledge and abstraction, not to test them. (Toffler, 1974)

It is unlikely that career education can become functional in the schools, unless our leadership in the schools, superintendents, principals, curriculum developers, guidance personnel and others responsible for programs priorities and rewards in the school have an understanding and develop competencies in the planning, organizing, implementing and evaluation of career education.

Regardless of programs to prepare teachers at the pre-service levels, the failure of any development in graduate schools to prepare leadership will cause delay, confusion and conflict among all elements in education, as well as between educators and the forces in society who see career education as a viable thrust to educational change and improvement.

Where We Are

At present the following conditions must be considered by graduate teacher education institutions.

1. Career education has been accepted as a viable alternative to improving education by many segments of society.
2. Governments at all levels, through their administrative and legislative units have greatly increased their financial, manpower and policy support of career education.
3. Many practicing educators in the schools of the nation have been asking for help to implement programs at the local level.
4. A number of national and state efforts at the retraining and educating of practicing educators in career

education have been developed - mainly by agencies other than graduate teacher education institutions.

5. Journals primarily concerned with graduate teacher education have begun to carry articles regarding career education - many of them defensive and critical of the concept of career education. (LaDuca and Barnett, 1974)

The overall picture at this point is that policy, program, evaluation, and priorities are being set in career education by others, with little influence by graduate teacher institutions. In fact, much of the leadership in the graduate schools is unaware of what is taking place outside. Such a situation means that programs of career education in these institutions, if they develop will come from outside pressures and directives rather than from analysis of the new roles and programs involving career education in the public educational institutions below the graduate level.

Problems

A review of the literature indicates little if any specific research on the topic of this paper. (See Bibliography) Conversation with a number of people both within graduate teacher education institutions and those who employ their graduates and have responsibility for administering and policy making in the public schools originated a torrent of opinions and reactions. Nearly all persons interviewed came to the conclusion that the key to successful career education development is professional competence and that career education is seldom included in the preparation of students in graduate teacher education institutions. Further, graduate programs for superintendents, principals, curriculum developers, guidance directors and educational planners include little if any education in the concepts or philosophy of career education, nor in the development of competencies required to plan, organize, implement and evaluate career education.

The fact that most practicing administrators and leadership personnel in public schools and institutions of higher education received their preparation before career education became conceptualized as an approach to education means that these educators are in effect often unable or unwilling to consider career education as part of their responsibility or to risk the danger of involvement in its development at both public school levels and in graduate institutions.

Basically it must be assumed that career education cannot be carried on as a "domain" of the specialist, that it is not a course or a program but rather an approach to learning that involves more than knowledge and skills. Essentially it integrates and individualizes the utilization of knowledge and skills by providing individual career planning, experiences (especially work experience) which test one's knowledge, skills and plans in the real world and finally provides for a transition process from the schools into the adult world by matching the individual with an entry work role that is consistent with his knowledge, skills and plans and which provide opportunity for continued learning and growth.

Responsibility for Career Education

Career education then must become the responsibility of the policy formulators and the administrators for the total educational program--essentially those who are prepared in the graduate teacher education institutions.

As yet there is little response from graduate teacher education. Why?

It would seem that one would find that the development of graduate education is based on a planned set of goals. A system of logic or a defined rationale--such is not the case.

A review of the literature indicates that there are neither defined goals nor stated rationale; rather there is a worship of the past and its traditions, a fear of the future and a fraternal relationship which often excludes the outside world. (Gorman, 1974)

Method or Purpose

Career education is not concerned primarily, as are the present innovations of CAI, team teaching, differentiated staffing etc., which deal with process; it is concerned with the basic purposes and role of education. It has turned the focus from input to output and thus concerns the basic question as to whether schools prepare for life or for further education. Career education thus forces some agreement upon what education is really about--a dangerous debate! Because of the fundamental fact that career education tends to reorganize, restructure and redefine the role of education in relationship to the individual development and societal needs--graduate schools of teacher education, within the university environment tend to find great difficulty in considering career education as part of their responsibility. Why this reluctance?

First, graduate teacher education institutions are mainly located in the universities which have an historical pattern of isolation from application of knowledge and from society itself. There is a reliance on the past and the search for truth unrelated to the daily problems of society. This is said to provide for objectivity and freedom to search for truth wherever it might lead. Status and prestige, as well as power, in the university is held by others than the graduate school of education, in fact, not too long ago teacher's colleges developed throughout the nation because the university did not feel that educator preparation was appropriate within the university.

Staff of graduate school of education therefore must compete in this environment and have new programs approved by a faculty not essentially interested and often hostile to the development of programs that are primarily related to application, pragmatic evaluation and concern for a new role for education.

In addition staff rewards are provided in most universities, for research, publishing, and service with teaching always talked of and never rewarded. Teacher education staff understands this.

Thus the climate of the university at this time is not such that graduate teacher education faculties can see any "payoff" to introduce career education-if they wished to do so!

Second, career education is understood by many to be solely an extension of vocational education or skill development, primarily because of its federal funding process under the Vocational Education Acts. Most faculty in graduate teacher education institutions are totally unaware of this legislation except that it supports vocational education - thus status again becomes a factor and ignorance a block to consideration and study - let alone action.

At the state level the separation of vocational education in organization and function, to the degree that separate state plans are required, further isolates the faculties of the universities from participation and consideration of career education and a concern for an area seen as not part of education for all.

Third, most Deans of Colleges of Education have had little if any experience or preparation in career education. Faculty have little if any background and often have specific resistance to the concept of career education. Rewards within the Colleges of Education have been given to those who have prepared students to enter the field of college teaching, not the area of administration and leadership in the public schools.*

Fourth, graduate teacher education institutions that wish to begin career education find an extreme shortage of manpower with the expertise needed that can meet the institutional requirements of an earned doctorate. Institutional policies for promotion and advancement penalize the person who could provide the knowledge and skills needed for the program development.**

Fifth, the lack of specific institutional goals that result from needs assessments and sound planning tend to perpetuate the interests of the individual staff in the form of new courses and requirements consistent with their individual backgrounds and expertise rather than any new educational thrust which develops outside the fraternity.

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* A major university recently completed a study (unpublished) which reviewed the final careers of over 800 PhD. graduates in educational administration since the program began. Over 85 percent are now teaching in colleges and universities.

** Doctorates are not available in developing areas of study-the real experts are unlikely to join institutions which penalize expertise because it lacks a union card.

Sixth, the belief that an emphasis on career would de-emphasize the humanistic and liberal arts in education and further, the belief that a technological society and its manpower needs would force career training to become the purpose of education, causes many faculty to oppose any extension of the concept of career education.

Seventh, the organizational structures of the higher education systems tend to resist change and new programs because of the process of concensus through faculty approval systems. Often this structure is effective in protecting "turfs" and creating departmental loyalties rather than institutional goals and purposes to which the faculty might extend effort and activity.

Eighth, higher education institutions are organized to construct or transmit abstractions and not to test them, thus career education, which involves interaction with the outside community comes up against the inflexibility of the structure and is contrary to theory developemnt since career education focuses on individual learning.

Ninth, the liberal education/vocational education controversy is still in the minds of most higher education staff and the concept of career education as understood by many is a shift toward the embracing of the vocational education side of the debate. This must be clarified in some way along the lines that John Dewey wrote some time ago. "The theory that certain subjects are liberal because of something forever fixed in their own nature was formulated prior to the rise of the scientific method. It was consonant with the philosophical theory which was once held about every form of knowledge." (Hayden and Saunders, 1960)

This argument is now a very "moot" question. Yet it continues to be of concern to many professors in higher education.

Tenth, the competition for money and dropping student enrollments tend to make vested interest worry about the adoption of new programs. While this may be a problem it may yet turn out to have its own solution as those who provide the monies raise questions more and more about purposes and outcomes in terms of the graduate teacher education institutions. The graduate teacher education institutions are seen by many legislators and citizens as the major blockage to improved public schools.

Eleventh, those graduate teacher education institutions which have had vocational education departments that formed relationships for student preparation with the content areas and little with the other units in the colleges of education; thus career education is seen as a responsibility of the vocational education unit by most education staff and the university administration. The result is a feeling that the responsibility, if there is one, rests with others. Graduate students are forced to choose a major area of study generally represented by a department and thus forced to follow the departmental requirements rather than choosing areas of study which meet their professional needs as practicing school leaders. Concepts and competencies in career education are thus unavailable to those who have the least background in the field.

Summary

Based on these foregoing premises, the failure of the graduate teacher education institutions to move into career education programs is understandable, but not excusable, in view of the problems facing the graduates upon assuming leadership roles in the public schools. Unfortunately, thus far, the efforts of the federal government and the state departments of education have primarily overlooked the role of graduate schools of education in the implementation of career education in the schools of the nation.*

One must conclude that the slowness with which the public schools have responded to crucial issues such as youth unemployment, dropouts, youth isolation and rebellion grows out of the lack of preparation of educational leadership in the career education area. This can be seen both in lack of concern and understanding regarding the potential of career education to change and improve the relevance of education and also in terms of the competencies needed to plan organize and implement career education by school leaders. One must recognize however that higher education lacks not only the understanding of their role but they lack the staff to carry it out.

Finally this analysis would conclude that those supporting and interested in the development of career education have overlooked the necessary involvement of graduate teacher education institutions on a broad base. Their necessary role in the development of leadership for career education in the fields of school administration, curriculum development, guidance, research and evaluation of those educators that have responsibility for the development of policy, setting priorities and administering programs in the schools, have been overlooked both by the graduate institutions and by those supporting the development of career education. This position does not imply that career education is the sole answer to the problems in the schools and institutions of higher education. It does imply that unless education and those preparing educators in positions of leadership in the schools and graduate teacher education institutions understand the concepts of career education and develop the competencies required in planning and implementing career education, great progress cannot be expected.

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* The nature of the federal laws and the control of money through State Boards of Vocational Education tends to bypass the graduate teacher education institutions and deal too often with the established departments of vocational education, except in research which has not related to staff development in broad educational leadership roles.

Conclusions

The conclusions which must be drawn regarding problems encountered in planning and implementing career education in graduate teacher education institutions seem to fall into these main categories.

Career Education as Part of All Education

First, is the concept of including career education as an essential part of the total education of everyone in a technological society. a) Career education has yet to be defined in relationship to the understood roles of knowledge giving and skill development in educational institutions. b) The relationship between education in general and one's career work is still fuzzy in most people's mind. c) Everyone has a private life, a public life and a work life and in a technological society one's work life has more to do with the limitations, freedom and style of one's public and private life-thus career planning may have the greatest significance in determining values and life styles for individuals. This concept has had little discussion or consideration as an argument for supporting career education. d) The learn, earn, retire syndrome which evolved in an agricultural, scarcity, stable, society no longer fits the concept of continuous learning either in education or in one's work life or career. Thus the flexibility required to develop career education is hampered by the structure of education itself. e) The concept of community involvement, as necessary to the complete education of the individual, both within the schools and by students learning in the community through work, volunteer activities, etc., is not understood as a responsibility of education. f) Accountability for what happens to the student upon school leaving is almost absent from educational planning and functioning at all levels.

Higher Education Isolated from Society

Second, the historical development and present conceptualization of higher education by the leadership and staff of graduate teacher education institutions leads to the following conclusions. A) The concept of career education as challenging the purpose and role of education serves as a threat to most institutions. B) The lack of any real understanding or interest by graduate education prevents both institutions of higher education and policy makers from seriously considering the role of higher education.

C) The danger of testing theories and abstractions against reality leads to a comfortable argument that this is best done by other than graduate institutions. D) The lack of any reward system in higher education aside from research, teaching and service prevents involvement or payoffs. E) The lack of any feedback system has allowed higher education to be self evaluative and thus self determining based on a concept of support for institutional needs, student needs and societal needs in that order - many people think this will be reversed in the future.

Supporters of Career Education

The third category of conclusions evolves from efforts of those involved in developing and supporting career education and represents a problem to implementation in graduate teacher education institutions. A) Most efforts have thus far tended to be directed toward specific practitioners of career education and not to the development of leadership in education. B) Higher education has been used in a research role in areas to serve those who administer vocational education programs rather than to integrate the concept of career education in a conceptual framework of education. C) Funding has overlooked the development of career education learning by general administrators, curriculum leaders and education placement outside the specific institutions and programs already concerned with career education-primarily through vocational education departments. D) Higher education, except schools specifically interested through vocational education programs, has not been involved and often has been excluded in the planning and development of career education.

E) The role of graduate teacher education has not been conceptualized, supported, or publicized in journals or meetings of concern to the bulk of professionals in higher education in graduate schools of education.

Recommendations and Implications

How to involve staff in graduate teacher education who are uninformed about career education and its implications for change in education is the major thrust of the following recommendations. If the key to successful career education in the educational institutions of the nation is professional development, the time has come to focus on the preparation of those who administer, plan and develop policy for the total education program-through the institutions that prepare them for these leadership roles.

The major implication is that activities once considered the sole domain of specialists have become an area of active involvement for leadership. Career education is necessary for all in today's society and can no longer be considered a program for certain students, special schools and isolated departments or units within schools, state departments of education, teacher preparation institutions or graduate teacher education institutions.

One - It is first necessary to provide an understanding of the philosophy, practices and purposes of career education for all those preparing for leadership roles in graduate teacher education institutions. This must involve more than a course, readings and discussion. For many students it will require visitations and time spent in schools and community agencies actively involved in career education. Input from employers, vocational leaders, students, teachers and parents will be needed, since many graduate students are entirely unfamiliar with the new approaches to career education at various grade levels but are also completely unaware of the development and new directions in the vocational-skill development programs essential to a total program.

Two - Short internships or on site visitations to talk with businessmen, job placement directors, career education directors, teachers and guidance personnel now involved should be required of all graduates who are being prepared in the graduate teacher education institutions. This implies an approach quite different than usual because these students have seen and worked in traditional school settings but have not seen this aspect of education.

Three - Each Dean of Graduate Schools of Education preparing school administrators, counseling and guidance personnel, curriculum specialists and other leadership personnel should plan a three to five day workshop for his associate deans and department heads. This workshop should involve the State Department of education and experts in the field of career education as well as practitioners in the field and businessmen and community leaders. These people should be the teachers to the staff of the graduate school of education and should lead the discussion on career education and the various roles required by the leadership personnel in the school system.

Four - Each State Department of Education, not the State Board for Vocational Education, should invite (in cooperation with the Regents or the Board for Higher Education in the State) all Deans of Education, College and University Administrators to a short workshop or conference on the "Role of Higher Education in Career Education." Emphasis should be on the preparation of personnel for leadership roles at all levels of education. A special clarification of priorities and effort within the State Department of Education as to this goal and its relationship to career education would be necessary.

Five - The American Association of Colleges of Teacher Education should prepare and disseminate a special report on the role of the graduate teacher education institutions in career education. The USOE - Office of Career Education should make this a major funding priority.

Six - Each State Department of education ought to examine its certification requirements, in terms of competencies required in career education for school administrators, curriculum personnel, guidance and counseling specialists and others certified for leadership roles in public education by graduate teacher education institutions.

Seven - The Office of Career Education in USOE should fund a special study aimed at determining the minimum competencies needed by educational leaders involved in preparation for advance degrees and certification in graduate teacher education institutions.

Eight - The American Association of School Administrators, The Secondary School Principals Association and the Elementary School Principals Association should prepare a jointly sponsored study and report of the competencies required by school administrators to adequately provide leadership for planning, implementing and evaluating career education in local school systems.

Nine - The American Personnel and Guidance Association and the American Society for Curriculum Development should prepare statements of the role and competencies necessary for personnel prepared in their specialties to provide leadership in career education.

Ten - The American Vocational Association should develop and disseminate a statement of ways that vocational leaders could cooperate effectively with those assigned the responsibility of leadership for the total educational program.

Eleven - The American Council on Education should conduct a study and issue a report on the Responsibility of Higher Education for Career Education similar to the study done in 1962 on Postsecondary Vocational and Technical Education.

Twelve - The United States Office of Education should provide a priority expenditures to graduate teacher education institutions that will commit themselves to a major study and reorganizing of their programs that will make career education a part of the total graduate and undergraduate programs in their institutions. These designs should be disseminated to all graduate teacher education institutions as examples of new approaches.

Thirteen - The possibility of salary advances for work experience as an equivalent for sabbaticals and formal study should be examined as to what experiences would provide new competencies for graduate teacher education staff. The possibility of exchanges between staff and personnel in business and industry as a method of gaining new competencies both within graduate schools and for staff improvement should be examined.

Fourteen - Doctoral preparation programs in graduate teacher education institutions need serious review, especially for those who are preparing for leadership roles in the public schools. It is recommended that serious study be made of the kinds of field experiences, outside the institutional framework, that are needed for those preparing for leadership roles, especially in regard to career education.

In Closing

The implications of these recommendations are that some fundamental changes are required in graduate teacher education institutions if career education is to become fully integrated into the education of all youth. Up to this time the priorities have been aimed at determining what career education is and how it is to function at the public school level. Efforts to prepare leaders have been remedial and corrective or inservice in nature. There has been little effort at the developmental level in preparation of programs for teachers or for those in the graduate schools.

The time has come to look at the ways to integrate career education into the preparation programs of educational leader preparation as a major priority in the implementation of career education.

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Appendix E'

Workshop Planning Materials

(1) Master plan
(2) Objectives
(3) Agenda
(4) Evaluation form
(5) Group interview/discussion questions
(6) Lodging plans
(7) Transportation schedule
(8) Reception and group luncheon plans
(9) Participant list

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Master Plan
for
National Workshop in Career Education Personnel Development for
Graduate Teacher Education
May 28, 29, 30, 1974

Conducted by
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Objectives	Agenda	Experiences Planned/ Implemented	Resources	Staff Responsibility
				Legend: Staff Member A - SMA Staff Member B - SMB Staff Member C - SMC Staff Member D - SMD
	Tuesday, May 28, 1974			
1. To provide opportunity for participants and staff to get acquainted informally.	7:30 p.m.-8:30 p.m. Informal Reception Stouffer's Inn			Guest invitations, refreshments, etc.-SMA assisted by SMB, SMC, and SMD.
	Wednesday, May 29, 1974 Room 1A 1960 Kenny Road			
2. To provide official welcome to workshop participants. 3. To recognize guests attending workshop. 4. To outline for participants purpose, directions, procedures of workshop.	8:30 a.m.-9:00 a.m. Greetings-Dr. Robert E. Taylor, Director, CVTE Introduction of guests. Workshop Plans/Purpose.			SMD
5. To critique Keller paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, etc.	9:00 a.m.-10:15 a.m. Group Critique of "A Proposed Conceptual Framework for Career Education at Post Secondary Level" by Louise Keller-Small Group Sessions	Three Small Groups (50 min.) Distribute Recorder Report Forms.	Tape Recorders (3)	SMA, SMB, SMD-SMC
		Three Oral Reports to Large Group (25 min.)	Large cassette recorder (1), Overhead Projector, Screen (1)	SMD
		Collect Written Reports-Type and duplicate.	(Tape All Sessions)	SMC
	10:15 a.m.-10:30 a.m. Break			SMA assisted by SMB, SMC, SMD

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Objectives	Agenda	Experiences Planned/ Implemented	Resources	Staff Responsibility
6. To critique Bell paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper, etc.	10:30 a.m.-12:00 noon Group critique of "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education" by Terrel H. Bell-Panel/ Small Group Sessions	Panel of Three Students-Present Their Critiques (30 min., 8 min. for each; 6 min. to clarify questions). Distribute recorder report forms.	Tape Recorders (3)	SMD assisted by SMA, SMB-SMC.
		Three Small Groups (40 min.)		SMA, SMB, SMD.
		Three Oral Reports to Large Group (20 min.)	Large cassette recorder (1) Overhead Projector, Screen (1).	SMD
		Collect Written Reports- Type and Duplicate.	(Tape All Sessions)	SMC
	12:00 noon-1:30 p.m. Lunch		Three drivers-three station wagons.	SMB assisted by SMA, SMC, SMD.
7. To critique Venn paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper and to Career Education needs of Bell paper, etc.	1:30 p.m.-3:00 p.m. Group Critique of "Identification/ Analysis of Problems Encountered in Planning/Implementing Career Education Programs in Graduate Teacher Education Institutions" by Grant Venn-Small Group Sessions.	Three Small Groups (60 min.). Distribute Recorder Report forms.	Tape Recorders (3)	SMA, SMB, SMD-SMC
		Three Oral Reports to Large Group (30 min.)	Large cassette recorder (1) Overhead Projector, Screen (1)	SMD
		Collect Written Reports	(Tape All Sessions)	SMC
	3:00 p.m.-3:15 p.m. Break			SMA assisted by SMB, SMC, SMD.
8. To acquaint participants with programs and facilities of The Center.	3:15 p.m.-3:45 p.m. Building Tour			SMA, SMB, SMC
9. To summarize/evaluate Group Critique Sessions; to project data gleaned which is relevant to tasks for next day, to determine ways that graduate teacher education can more nearly meet needs of students.	3:45 p.m.-4:30 p.m. Summary/Evaluation Session	Large Group (20-25 min.) Distribute copies of written reports collected from earlier sessions.	Large Cassette Recorder	SMD-SMC
10. To explain purpose/ procedures for next day's work	Planning for Next Sessions	Large Group (20 min.) Distribute abstracts or outlines of ongoing efforts of some participant institutions.	(Tape Session)	

Thursday, May 30, 1974
Room 1A 1960 Kenny Road

12. To reinforce identified accomplishments thus far and to provide direction for remaining work.	8:30 a.m.-8:45 a.m. Announcements	Distribute summaries from May 29.		SMD-SMC
13. To identify ways in which graduate teacher education programs should meet career education needs of students.	8:45 a.m.-10:15 a.m. Exploration of Ways in Which Graduate Teacher Education Programs Should Meet Career Education Needs of Students-Small Group Sessions	Two Groups (60 min).Composition a cross-section representation. Large Group (30 min).Oral Reports of Work of First Hour. Collect Written Reports	Large Cassette Recorder (1) (Tape All Sessions)	SMA, SMB SMD SMC
	10:15 a.m.-10:30 a.m. Break			SMA, assisted by SMB, SMC, SMD
14. To identify changes required and ways to bring about those changes in graduate teacher education programs for meeting career education needs of students.	10:30 a.m.-12:00 noon Identification of Ways in Which Graduate Teacher Education Programs Should Be Changed to Meet the Career Education Needs of Students-Small Group Sessions	Two Groups (60 min.). Composition a cross-section representation. Large Group (30 min.) Oral Reports of Work of Previous Hour. Collect Written Reports.	Large Cassette Recorder (Tape All Sessions)	SMA, SMB SMD SMC
	12:00 noon-1:30 p.m. Lunch		Three cars, three drivers.	SMB assisted by SMA, SMC, SMD.
15. To develop guidelines for change in graduate teacher education to meet career education needs of students and the implications of those guidelines for personnel development in graduate teacher education institutions.	1:30 p.m.-3:00 p.m. Guidelines for Change in Graduate Teacher Education--To Meet Career Education Needs of Students. Consider Implications of Guidelines.	Two Groups (70 min.). Composition a cross-section representation. Large Group (20 min.). Oral Reports of Work of Previous Hour Collect Written Reports.	Large Cassette Recorder (1), Overhead Projector, Screen (1) (Tape All Sessions)	SMA, SMB SMD SMC
	3:00 p.m.-3:15 p.m. Break			SMA assisted by SMB, SMC, SMD
16. To summarize and evaluate findings.	3:15 p.m.-4:00 p.m. Summary/Evaluation			SMD

Workshop Objectives

1. To provide opportunity for participants and staff to get acquainted informally.

2. To outline for participants purpose, directions, procedures of workshop.

3. To critique Keller paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, etc.

4. To critique Bell paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper, etc.

5. To critique Venn paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper and to Career Education needs of Bell paper, etc.

6. To summarize/evaluate Group Critique Sessions; to project data gleaned which is relevant to tasks for next day, to determine ways that graduate teacher education can more nearly meet needs of students.

7. To consider ways for improving participant involvement.

8. To identify ways in which graduate teacher education programs should meet career education needs of students.

9. To identify changes required and ways to bring about those changes in graduate teacher education programs for meeting career education needs of students.

10. To develop guidelines for change in graduate teacher education to meet career education needs of students and the implications of those guidelines for personnel development in graduate teacher education institutions.

11. To summarize and evaluate findings.

The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road

NATIONAL WORKSHOP IN CAREER EDUCATION PERSONNEL DEVELOPMENT FOR GRADUATE TEACHER EDUCATION

May 28-30, 1974

Agenda

Tuesday, May 28, 1974

7:30 p.m. - 9:00 p.m.	Informal Reception Stouffer's University Inn 3021 Olentangy River Road Rooms 204-206 Columbus, OH 43202

Wednesday, May 29, 1974

8:30 a.m. - 9:00 a.m.	The Center for Vocational and Technical Education 1960 Kenny Road Room 1-A Columbus, OH 43210 Greetings - Dr. Robert E. Taylor Director CVTE Introduction of Guests Workshop Plans/Purpose
9:00 a.m. - 10:15 a.m.	Group Critique of "A Proposed Conceptual Framework for Career Education at Post Secondary Level" by Louise Keller - Small Group Sessions
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 noon	Group Critique of "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education" by Terrel H. Bell - Panel/Small Group Sessions
12:00 noon - 1:30 p.m.	Lunch OSU Golf Course 3605 Tremont Columbus, OH 43221

1:30 p.m. - 3:00 p.m.	Group Critique of "Identification/ Analysis of Problems Encountered in Planning/Implementing Career Education Programs in Graduate Teacher Education Institutions" by Grant Venn - Small Group Sessions
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 3:45 p.m.	Building Tour
3:45 p.m. - 4:30 p.m.	Summary/Evaluation Session Planning for Next Sessions

Thursday, May 30, 1974

8:30 a.m. - 8:45 a.m.	The Center for Vocational and Technical Education 1960 Kenny Road Room 1-A Columbus, OH 43210 Announcements
8:45 a.m. - 10:15 a.m.	Exploration of Ways in Which Graduate Teacher Education Programs Should Meet Career Education Needs of Students - Small Group Sessions
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 noon	Identification of Ways in Which Graduate Teacher Education Programs Should Be Changed to Meet the Career Education Needs of Students - Small Group Sessions
12:00 noon - 1:30 p.m.	Lunch MCL Cafeteria 3160 Kingsdale Center Columbus, OH 43221
1:30 p.m. - 3:00 p.m.	Guidelines for Change in Graduate Teacher Education--To Meet Career Education Needs of Students. Consider Implications of Guidelines - Small Group Session
3:00 p.m. - 3:15	Break
3:15 p.m. - 4:00 p.m.	Summary/Evaluation Session

Participant Evaluation
of
National Workshop for Career Education Personnel Development in Graduate Teacher Education

Held at
The Center for Vocational and Technical Education
The Ohio State University, Columbus, Ohio
May 29-30, 1974
Under Grant Number OEG-0-72-0055 (725)
The United States Office of Education

Instructions: Please reflect upon your experiences in the Workshop and return it to

Lorella A. McKinney
CVTE/OSU
1960 Kenny Road
Columbus, Ohio 43210

no later than June 6, 1974. Thank you for your assistance.

Part A. Please indicate to what extent your needs were met in the following areas. Comments are welcome. Circle the number which most accurately describes the extent needs were met.

	Not at All	Adequately		Quite Well	
1. Pre-conference information	0	1	2	3	4
(a) Telephone	0	1	2	3	4
(b) Written	0	1	2	3	4
Comment: ______					
(c) Guidelines for Critiques	0	1	2	3	4
(d) Format for Critique Notes	0	1	2	3	4
Comment: ______					
2. Registration procedures	0	1	2	3	4
Comment: ______					
3. Accommodations					
(a) Room	0	1	2	3	4
(b) Transportation (local)	0	1	2	3	4
Comment: ______					
4. Informal reception	0	1	2	3	4
Comment: ______					
5. Meals	0	1	2	3	4
(a) Non-conference	0	1	2	3	4
(b) OSU Golf Course Dining	0	1	2	3	4
(c) MCL Cafeteria	0	1	2	3	4
Comment: ______					
6. Meeting facilities	0	1	2	3	4
Comment: ______					
7. Building tour	0	1	2	3	4
Comment: ______					
8. Length of workshop day(s)	0	1	2	3	4
Comment: ______					
9. Free evening	0	1	2	3	4
Comment: ______					

Part B. Please indicate to what extent the workshop succeeded in accomplishing its objectives. Comments are encouraged. Circle the number which most accurately describes the degree to which each objective was met.

	Not at All	Somewhat	Adequately	Quite Well
1. To provide opportunity for participants and staff to get acquainted informally.	0	1	2	3
Comment: ________________				
2. To outline for participants purpose, directions, procedures of workshop.	0	1	2	3
Comment: ________________				
3. To critique Keller paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, etc.	0	1	2	3
Comment: ________________				
4. To critique Bell paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper, etc.	0	1	2	3
Comment: ________________				
5. To critique Venn paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper and to Career Education needs of Bell paper, etc.	0	1	2	3
Comment: ________________				

	Not at All	Somewhat	Adequately	Quite Well
6. To summarize/evaluate Group Critique Sessions; to project data gleaned which is relevant to tasks for next day, to determine ways that graduate teacher education can more nearly meet needs of students.	0	1	2	3
Comment: ______________________				
7. To consider ways for improving participant involvement.	0	1	2	3
Comment: ______________________				
8. To identify ways in which graduate teacher education programs should meet career education needs of students.	0	1	2	3
Comment: ______________________				
9. To identify changes required and ways to bring about those changes in graduate teacher education programs for meeting career education needs of students.	0	1	2	3
Comment: ______________________				
10. To develop guidelines for change in graduate teacher education to meet career education needs of students and the implications of those guidelines for personnel development in graduate teacher education institutions.	0	1	2	3
Comment: ______________________				
11. To summarize and evaluate findings.	0	1	2	3
Comment: ______________________				

Part C. The following items identify basic techniques used in the workshop. Please circle the number for each which, in your judgment, identifies the effectiveness of the technique. Comments/suggestions are welcome.

	Effective			
	Not at All	Somewhat	Adequately	Quite
1. Papers written specifically for workshop	0	1	2	3
Comment/suggestion: ______				
2. Written papers provided in advance of the workshop	0	1	2	3
Comment/suggestion: ______				
3. Work/interaction in small groups	0	1	2	3
Comment/suggestion: ______				
4. Student panel for student need paper	0	1	2	3
Comment/suggestion: ______				
5. Total group sessions for sharing results of small groups	0	1	2	3
Comment/suggestion: ______				
6. Two evaluation sessions	0	1	2	3
(a) Individual (Three Papers) written response--end of first day	0	1	2	3
(b) Discussion for session improvement	0	1	2	3
(c) Final session	0	1	2	3
Comment/suggestion: ______				
7. Recorders' reports	0	1	2	3
(a) Oral	0	1	2	3
(b) Written	0	1	2	3
Comment/suggestion: ______				
8. Report of objective responses tallied--beginning of second day	0	1	2	3
Comment/suggestion: ______				

Part D.

I. If a similar workshop were to be held, how many days would you recommend for its length?

Circle one.

1 2 3 4 5 6

II. List below alternative workshop techniques and structure or format which you would recommend if a similar workshop were to be held.

III. (a) This workshop's stength(s) was/were:

(b) This workshop's weakness(es) was/were:

IV. This workshop experience was of value as follows
(a) to me individually:

(b) to the career education personnel development movement:

V. This workshop has motivated me to do the following:

Demographic Data

Please check (X) those items below which most accurately describe your role and background.

Public Employee _____

Private Employee _____

Dean of education _____

Professor of educational administration _____

Other professor of education _____

Professor outside college/school of education _____

Graduate student (teacher education) _____

Director/supervisor of career education _____

Business/industry management personnel _____

Community college/proprietary school personnel _____

Career education program planners _____

Personnel development personnel _____

Circle appropriate response:

Age: 35 or under 36-45 46-55 56-65 66 or over

Sex: Male Female

Years

Educational Preparation 12 14 16 18 over 18

Teaching Experience 1 2 3 4 5 6-10 11-15 over 15

Other Work Experience 1 2 3 4 5 6-10 11-15 over 15

List areas of work experience ____________________________________

____

Avocational interests which have work implications (areas) ________

____

DISCUSSION QUESTIONS

Keller Session

1. Identify the major focus of the Keller paper.

   Does everyone else agree?

   What would you add?

2. Are there points in question which you would like to discuss?

3. What is your reaction to the paper?

   What are points of agreement?
   What are points of disagreement? Why?
   Is it informative?
   Is it well documented?
   How would you characterize this paper?
   -Theoretical? Practical? Challenging? Logical? Etc.?

4. What value(s) do you believe this position offers?

5. What are the implications of this paper for post secondary education? For graduate teacher education? For students? for this workshop--participants?

6. How does the content/topic of this paper relate to the task of this workshop--to identify ways that graduate teacher education should meet career education needs of students.

   Do you agree that there are two basic types of career education needs of students to be considered by graduate teacher education--
   (a) those of the graduate students personally, and
   (b) those of students to be taught by graduate students in preparation?

DISCUSSION QUESTIONS

Bell Paper

Panel Questions

1. Identify the major focus of the Bell paper?

   Do you all agree?
   What would you add?

2. Are there points in question which you would like to discuss?

3. What is your reaction to the paper?
   - List points of agreement.
   - What are points of disagreement? Why?
   - Is it informative?
   - Is it well documented?
   - How would you characterize this paper?
     - -Theoretical? Practical? Challenging? Logical? Etc.?

4. What value(s) do you believe this position offers?

5. Are there additional needs of students which should be pointed out?

6. What are the implications of all this for graduate students? For graduate teacher education?

Small Groups or Total Group

1. What would you add to the panel discussion?
2. What is your reaction to this paper?
3. Are there omissions?
4. What value(s) does this paper offer?
5. Are there additional needs of students to be considered? What are they?
6. What are the implications of all this for graduate teacher education? For this workshop--participants?
7. How does the content/topic of this paper relate to the task of this workshop--to identify ways that graduate teacher education should meet career education needs of students? (a) Needs as graduate students personally? Needs of those to be taught by the graduate students?

DISCUSSION QUESTIONS

Venn Paper

1. Identify the major focus of the Venn paper?

   Do you all agree?
   What would you add?

2. Are there points in question which you would like to discuss?

3. What is your reaction to the paper?

   What are points of agreement?
   What are points of disagreement? Why?
   Is it informative and logical?
   Is it well documented?
   How would you characterize this paper?
   -Theoretical? Practical? Challenging? Provocative? Etc.?

4. What value(s) do you believe this position offers?
   Issues/problems identified?
   Illustrations offered?
   Can you think of alternative positions?

5. What are the implications of this paper for post secondary education? For graduate teacher education? For students? For this workshop--participants?

6. How does the content/topic of this paper relate to the task of this workshop--to identify ways that graduate teacher education should meet career education needs of students? (a) Needs of graduate students personally? (b) Needs of those to be taught by graduate students?

7. Are there similar problems/issues that have been faced by other organizations and solved, such as two-year institutions and business/industry? How?

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Rd Columbus Ohio 43210

MEMORANDUM

DATE: April 19, 1974 DISTRIBUTION:

TO: Lorella A. McKinney

FROM: Earnestine Dozier

SUBJECT: Discussion with Maxine Posey

Maxine provided the following information concerning cost for the career education workshop participants. Rooms I-A and 1-B have been reserved for the workshop.

Stouffer's Inn

Single - $16 ($16 x 3 days x 21 people)	$1,008
Double - $23 ($23 x 3 days x 10 people + $16) (two beds)	706
Double - $22 ($22 x 3 days x 10 people + $16) (one bed)	676

NOTE: It may be possible to get meeting rooms free if participants are roomed at Stouffer's.

Center for Tomorrow

Single - $14 ($14 x 3 days x 21 people)	882
Double - $20 ($20 x 3 days x 10 people + $14)	614

Transportation: Nine-passenger station wagons may be rented at $9 a day + .09 per mile.

$9/day x 3 cars/day x 3 days	81 + mileage

Maxine pointed out that it was usually not permissible to hold the workshop (at cost) outside of The Center when Center facilities are available. When the decision has been made concerning rooming facilities and transportation, Maxine would be responsible for making the contacts/other necessary arrangements.

ED/kb

ARRIVAL SCHEDULE

MAY 28, 1974

DRIVER	TRIP	NAME	ARRIVAL TIME
JIM CARPINO	I	BOLDUC	11:49 A.M.
SAME	II	SCOTT	3:52 P.M.
		FRAKES	4:15 P.M.
		PETRIE	4:23 P.M.
		WILLEY	4:23 P.M.
		JESSE	4:15 P.M.
SAME	III	NEWELL	5:43 P.M.
		HEILMAN	5:59 P.M.
SAME	IV	CHARTERS	10:25 P.M.
		CYPHERT	10:30 P.M.

ARRIVAL SCHEDULE

May 28, 1974

Driver	Trip	Name	Arrival Time
William Kramer	I	Hibdon	4:52 P.M.
		McCaffrey	5:00 P.M.
Same	II	Murphy	7:03 P.M.
		Willis	7:03 P.M.
		Glackin	7:03 P.M.

Pick Up	Workshop Begins	Drivers	From	To
Tuesday, May 28, 1974				
12:00 noon Pick up wagons		Carpino Orletsky Petrie		
12:00 noon until-Pick participants up at airport		Carpino Kramer		
Wednesday, May 29, 1974				
8:00 a.m.	8:30 a.m.	Carpino Kramer Petrie	Stouffer's Olentangy River Road	CVTE 1960 Kenny Road
12:00 noon (lunch)	1:30 p.m.	Carpino Kramer Petrie	CVTE	OSU Golf Course
4:30 p.m.	---	Carpino Kramer TerBush	CVTE	Stouffer's
Thursday, May 30, 1974				
8:00 a.m.	8:30 a.m.	Carpino Kramer Petrie	Stouffer's	CVTE
12:00 noon	1:30 p.m.	Carpino Comunale Petrie	CVTE	MCL Cafeteria Kingsdale Shopping Center
4:30 p.m.	---	Carpino TerBush Kramer	CVTE	Stouffer's/Airport

NOTE: The rental station wagons* will be left at The Center overnight. Please give yourself ample time to pick up the station wagon and be stationed at the following places as indicated. If there is a conflict in scheduling, please contact Earnestine, Ext. 300. (Cars are to be picked up at the University Garage, 2061 Millikin Road)

* Rental station wagons returned by 12:00 noon, May 31, 1974.

DRIVER

(CHARLES) TRIP I, DEPARTING AT 4:00 P.M.

SCOTT	(5:00)
NEWELL	(5:00)
MURPHY	(5:10)
FRAKE	(5:10)
HIBDON	(5:30)

(JIM) TRIP I, DEPARTING AT 4:00 P.M.

GLACKIN	(5:10)
JESSE	(5:10)
WILLIS	(5:10)
PETRIE	(5:30)
HEILMAN	(5:55)
PORTER	(4:49)

(BILL) TRIP II, DEPARTING AT 5:00 P.M.

BOLDUC	(6:25)
McCAFFREY	(7:35)
CHARTERS	(7:35)

MEMORANDUM

DATE: May 17, 1974

DISTRIBUTION:

TO: Mrs. Posey

FROM: Sandra R. Orletsky

SUBJECT: Order to Stouffer's for Coffee Hour Refreshments on May 28, 1974

Please order the following from Stouffer's for the coffee hour on May 28 to be held in rooms 204-206. We anticipate a maximum attendance of 42 persons between the hours of 7:30 p.m. and 9:00 p.m.

2 gallons of lemon-lime punch @ $10/gallon	$20.00
11 dozen assorted finger sandwiches @ $4/dozen	44.00
1 gallon doffee @ $7/gallon	7.00
	$71.00

The billing should be charged to Project Budget 504E, budget account 340161.

cc: Lorella McKinney
Earnestine Dozier
Business Office

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Rd Columbus Ohio 43210

MEMORANDUM

DATE: May 17, 1974

DISTRIBUTION:

TO: Mrs. Maxine Posey

FROM: Lorella A. McKinney

SUBJECT: Luncheon Reservations

Please make the following luncheon reservations for the National Workshop in Career Education Personnel Development for Graduate Teacher Education for thirty-five persons.

Wednesday, May 29, 1974 - 12:00 noon - OSU Golf Course

Thursday, May 30, 1974 - 12:00 noon - MCL Cafeteria, Kingsdale Center

Reservations should be made in my name. Billing should be to the Workshop, my attention. Thank you.

LAM/kb

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Participants

Dr. Harold Binkley
University of Kentucky
Dicky Hall, Room 51
Lexington, KY 40505

Dr. Elroy Bolduc
University of Florida
Gainesville, FL 32601

Mr. Harry Boyer
East Texas State University
Commerce, TX 75428

Dr. Margaret Charters
Syracuse University
Syracuse, NY 13210

Mr. Mariano R. Comunale
EPDA Fellow
The Department of Vocational &
Technical Education
The Ohio State University
Columbus, OH 43210

Dr. Paul A. Cullinan
New York University
New York City, NY 10003

Dr. Frederick Cyphert
Dean, College of Education
University of Virginia
Charlottesville, VA 22903

Ms. Mary Frake
UCLA
Los Angeles, CA 90024

Ms. Linda Glackin
Moser School
430 North Michigan Avenue
Chicago, IL 60611

Dr. Cas Heilman
Michigan State University
East Lansing, MI 48823

Mrs. Nila Hibdon
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

Mr. R. H. Hillier
Western Electric
800-810 Freeway Drive, N
Columbus, OH 43229

Dr. Kenneth Hoyt
Associate Commissioner
Office of Career Education
Room 3100
Regional Office Building 3
Seventh & D Streets, SW
Washington, DC 20202

Ms. Arnette Jesse
University of Northern Iowa
Cedar Falls, IA 50613

Ms. Linda Kielholtz
65 South Front Street
Room 609
Career Development Service
Columbus, OH 43215

Mr. Harry Murphy
Counselling Center
650 Parrington Oval
Room 300
University of Oklahoma
Norman, OK 73609

Mr. Darryl McCaffrey
Rhode Island College
Providence, RI 02908

Dr. Terry Newell
Program Specialist
Division of Career Education
Programs
U.S. Office of Education
Regional Office Building
Room 3100
Seventh & D Streets, SW
Washington, DC 20202

Dr. Ronald Petrie
Utah State University
Logan, UT 94321

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Mr. William Porter
Center for Occupational Education
North Carolina State University
P.O. Box 5096
Raleigh, NC 27607

Dr. Hugh Scott
Howard University
Washington, DC 20001

Dr. David Smith
Associate Dean
Social & Behavioral Sciences
The Ohio State University
167 Denney Hall
164 West 17th Avenue
Columbus, OH 43210

Mr. John Waldo
Xerox Corporation
1250 Fairwood Avenue
Columbus, OH 43216

Dr. Richard Willey
Dean, College of Education
Idaho State University
Pocatello, ID 83201

Mr. Larry Willis
University of Nebraska
Lincoln, NE 68508

Dr. Larry Wills
Bowling Green State University
Bowling Green, OH 43402

Appendix F'

Workshop Tasks

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WORKSHOP TASKS

1. Graduate teacher education should address itself to career education.
    - (a) Why?
    - (b) Give five or more suggestions of ways to approach this task. Describe or outline those ways sufficiently to communicate how.
    - (c) List the implications that the preceding has for graduate teacher education faculties and their personnel development.

2. Graduate teacher education should not address itself to career education.
    - (a) Why?
    - (b) Suggest five or more alternative ways to meet the need(s) of those graduate students who are working in elementary and secondary schools located in districts/states where career education has already been mandated by boards of education and/or state legislatures.
    - (c) List the implications that these alternatives have for the graduate teacher education role in the preparation of teachers.

3. There exists the point of view among some that career education can or may perpetuate many existing problems related to economic status and opportunity for employment by individuals of minority or disadvantaged groups.
    - (a) Identify those groups who must take responsibility for leadership in building in "checks and balances" to prevent those engaging in career education from adding to the existing problems.
    - (b) Suggest realistic ways that each of the groups identified in (a) might address building in "checks and balances" as precautionary measures.
    - (c) What are the implications, if any, of these concerns stated in this point of view for graduate teacher education?

4. Identify and list career education needs of students which are appropriate to be addressed at the graduate teacher education level.
    - (a) Check those which are being met in graduate teacher education.
    - (b) Propose alternative ways in which those needs not being met could be met in graduate teacher education.
    - (c) List guidelines for change in graduate teacher education to meet career education needs of students.

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5. Identify and list the nature of career education needs of faculty in graduate teacher education who may provide instruction in the preparation of career education leadership personnel.
    (a) List the nature of sources and support needed to meet those needs.
    (b) Suggest alternative ways and/or plans for providing the sources and support needed.
    (c) List guidelines for change in graduate teacher education institutions to meet career education personnel development needs of graduate teacher education staff members.

6. You are a dean of education who has received unsolicited requests from local school administrators, counselors, and public school teachers for assistance in preparation of staff to implement career education. These requests over the past year have now reached significant numbers to require a response from your institution regarding what, if any, support or leadership can be provided them. Outline the steps or procedures which you would implement as dean to arrive at the response which you would give to those who have made such requests.

7. Identify/list obstacles to implementing change in graduate teacher education. Suggest two or more ways to cope with each of those inhibiters.

8. Identify in graduate teacher education those change agents who/which are appropriate to provide leadership for career education.
    (a) Propose one or more ways to identify those agents.
    (b) Suggest alternative ways to utilize change agents identified for implementing career education.

9. Identify/list two or more successful ways that two-year education institutions and/or business and industry have addressed change to meet (a) the needs of the consumer and (b) the corresponding needs of personnel within the institutions/enterprises affected by the change.

    List the applications that these techniques or strategies may have for career education personnel development in graduate teacher education.

10. A task force comprised of multi-disciplinary staff and graduate teacher education students of a higher education institution has been requested by its dean of education (who has had a number of requests from local school districts) to address (a) the need for community-based career education and (b) the corresponding preparation of personnel within the IHE and of those community-based outside the IHE.

(10 cont.)

Suggest two or more alternative approaches to/plans for (a) studying the need for such assistance, (b) recommending ways of planning/implementing a community-based career education program, and (c) identifying requirements for preparing graduate teacher education staff to give leadership to preparation of all personnel resources utilized in community-based career education.

11. Others.

Added by workshop participants on May 30, 1974:

Examine the fourteen recommendations of the Venn paper, pp. 17-21, and indicate group assessment.

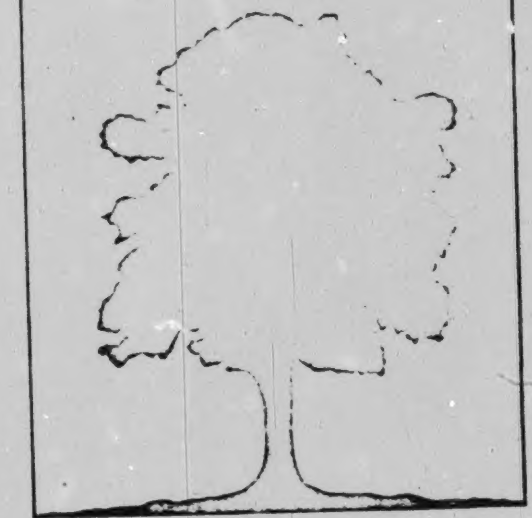
Appendix G'

Participant Brochures and/or Materials Related to Career Education Preparation Practices

THE CENTER FOR
VOCATIONAL
AND TECHNICAL
EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210
(614) 486-3655

GLEN
OAKS

The Glen Oaks Simulation
designed to train teacher
coordinators of cooperative education.



The Glen Oaks Simulation

308

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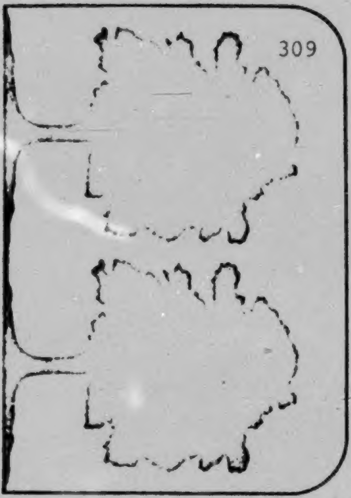


Instructional Areas

representing major elements of cooperative education:

- ★ Role Orientation
- ★ Program Planning and Public Relations
- ★ Selection, Guidance, and Counseling
- ★ School-Related Activities
- ★ Instruction
- ★ Coordination Activities
- ★ Youth Organization
- ★ Professional Activities
- ★ Adult Education

A Variety of Uses

applicable to all situations in which cooperative education teacher coordinators are trained:

- ★ Pre-Service and In-Service Programs
- ★ Graduate or Undergraduate Courses
- ★ In its Entirety to Simulate Complete Year of Experience
- ★ In Fragments for Training in Selected Functions

Types of Materials

Glen Oaks High School Faculty Handbook
provides information about the high school, for faculty use

In-Basket Items
more than 100 responses provide guidance, stimulus, simulation, and exposure

Facts About Glen Oaks
a Chamber of Commerce brochure provides community information

Cumulative Record Folders
a set of 100 from which to choose students for your program

Simulation Director's Manual
provides implementation guidelines

Scripts
200 scripts of three types: "interruption scripts" request an immediate response; "presentation scripts" require short presentations by participant; and "interactive scripts" are role-play situations

Glen Oaks, Buchannan Filmstrip
41 slides, 10 min.

Glen Oaks High School Filmstrip
41 slides, 10 min.

Audio Script Cassette
4 track, 20 min. contains sound for both filmstrips

Quantities to be Ordered:

Quantity of materials depends upon the number of persons to be trained. Orders should start with the Basic Package, which includes one each of all the items. Additional copies of the Glen Oaks High School Faculty Handbook, In-Basket Items, and Facts About Glen Oaks are recommended for individual use by each trainee. One set of Cumulative Record Folders should be available for approximately each five trainees.

How to Order:

Send purchase order or personal check to:

Product Utilization Section
The Center for
Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

All prices include postage and handling.

Ship materials to: Name ____________

Address ____________

Quantity	Item	Price	Total Cost
	Basic Package	$60.00	
	Glen Oaks High School Faculty Handbook	2.00	
	In-Basket Items	7.00	
	Facts About Glen Oaks	1.00	
	Cumulative Record Folders	35.00	
	Simulation Director's Manual	6.00	
	Scripts	5.00	
	Glen Oaks, Buchannan Filmstrip	6.00	
	Glen Oaks High School Filmstrip	6.00	
	Audio Script Cassette	4.00	

TOTAL COST . . . .

The foci of Career Education in the College of Education will be as follows:

a. In-service for public school teachers
b. In-service for teachers of teachers
c. Pre-service for departments in the college

These activities will be coordinated and directed by a person whose responsibilities will be full-time in career education. He will, in turn, work closely with the coordinating committee. This committee is composed of faculty members from the four departments within the college and by public school people outside the institution.

Things already accomplished

a. The coordinating committee has been formed. It has met to discuss what the role career education should be in the college. It has agreed on the three foci with other general policy statements.

b. The position of director of career education has been approved by the institution.

c. Two specific courses in the Department of Education in Career Education are approved. Two other departments within the college (Counselor Education and Consumer Economics) have special topic courses in Career Education.

d. A budget for career education has been approved: to include travel, equipment, materials and supplies.

e. College is the evaluator and provides technical assistance for an on-going career education project in neighboring school. With some 12 faculty members engaged in the evaluation and technical assistance.

f. College has participated in the writing of a successful career education project for the public schools.

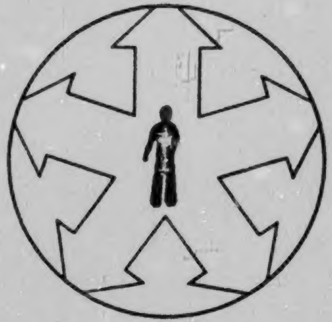
Things to be done in near future

a. The employment of a person to teach career education courses and follow the direction of the coordinating committee as outlined previously (September 74)

b. The formulation of a definition of career education for the college to fit within the parameters of resources of the college and direction by the coordinating committee.

c. Formulation and acceptance of a specific plan of career education as it specifically relates to in-service of teachers and teachers of teachers and pre-service as it relates to those in the teacher education sequence of the college.

Career Education
Leadership Extern Program



To Prepare:

Career Education
Leadership Personnel
for Local Education Agencies

Michigan State University
College of Education

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Career Education . . .

. . . pervades the lifelong educational process, a process that harmonizes occupational roles with civic, family, and avocational roles. It is based on the idea that curriculum and educational experiences at all levels can be organized to help people reach their full potential in each of the life roles. Helping people toward this goal means providing an educational program that is dynamic and directed toward the learner.

The Extern Program . . .

. . . is a result of interest expressed by local educational agencies in creating their own career education programs. Persons being asked to lead such programs have a variety of backgrounds. Often they need help in planning the career education concept and setting it into action. To meet this need, the College of Education at Michigan State University is offering the career education practitioner a chance to acquire such skills through a leadership extern program.

Program Goals . . .

. . . Develop better understanding of career education

. . . Increase leadership skills

. . . Establish local plans of action

. . . Provide in-service education training skills

The Program Spans Five Terms . . .

. . . beginning and ending with a one-week summer workshop on the campus. Between the two summer sessions is a school-year program that will meet in two-day blocks once a month at various sties across the state. The sites will be chosen to make program themes as realistic as possible. One day of instruction will be devoted to visits to the host agency, and one day to intense instruction and program planning. The program's concluding one-week workshop will bring participants together to complete plans of action for their own educational agencies.

Typical Program Themes . . .

. . . Career Education Perspectives

. . . Goal and Role Identification

. . . Needs Assessment

. . . Accountability and Management

. . . Resource Requirements

. . . Career Guidance and Information

. . . Staff Development

. . . Program Evaluation

. . . Developing Planning Guide(s)

. . . Plans of Action

A Total of 15 Credits . . .

. . . may be earned through the extern program. Depending on how these credits relate to a participant's academic program, they may be applied to either a master's or doctoral program.

To Be Admitted to the Extern Program . . .

. . . You should complete an application form available by sending in the coupon in this folder.

. . . You must be accepted to graduate studies at MSU on a degree or nondegree basis.

. . . You must enroll for extern credit each term.

For Additional Information . . .

. . . send us the coupon or write to:

Career Education Extern Program
College of Education
Michigan State University
East Lansing, MI 48824

CAREER EDUCATION LEADERSHIP EXTERN PROGRAM

BEST COPY AVAILABLE

To Prepare:
Career Education Leadership Personnel for
Local Education Agencies
Michigan State University
College of Education

Please check:

☐ I am interested in being a candidate for the extern program.

☐ I am enrolled as a graduate student at MSU.

☐ Please send me more information.

☐ Please send me an application form.

Signature

Name

Street Address

City, State, ZIP

School District

Clip and send to:

Dr. Cas Heilman
College of Education
Erickson Hall
Michigan State University
East Lansing, MI 48824

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

Dear

Thank you for your inquiry concerning the Career Education Leadership Extern Program. I hope the information provided by this letter will explain the program in adequate detail for you to decide whether or not to apply as a participant. If not, please give me a call.

Over the past three years, in particular, there has been a steady increase in the number of individuals being assigned leadership roles in career education. Most often these individuals have come from the ranks of vocational education, guidance, administration, or other classroom teachers. In most cases, they have one thing in common; they have been innovative individuals and are excited about what career education can do to improve school programs.

In many cases however, we have been woefully unprepared for our new assignment. Leadership people for career education have had no tradition for their role, no professional identity, frequently they have no job description, and are often not identified in the agencies organizational charts etc., etc.

The above limitations plus the more recent thrust by the state legislature requiring planning for career education makes some kind of leadership development program essential.

The Career Education Leadership Extern Program is totally new. To my knowledge, it is the first program of its type in the nation. As such, there will undoubtedly be changes made from year to year and even in the course of each year's program. However, to get the program started, the following format will be used.

Participant Selection:

Approximately 25 individuals will be selected to participate the first year. Participants will be selected from applicants responding to the mailed brochure or other contacts. Priority will be given to those individuals who have leadership assignments for career education in local school districts, career education planning districts, community colleges, intermediate school districts, etc.

Time Involvement:

Participating externs will be expected to attend one week of Summer Session at Michigan State University. This one week session, June 17-21; 9:00 a.m. - 3:00 p.m., will be to:

a. Develop communication skills.
b. Develop a level of commonality of career education.
c. Develop initial leadership skills.
d. Plan in detail the extern program for the remainder of the year which will best meet participants' needs.

Beginning in September, the externs will meet once per month for two days. These meetings will be held during the week, (perhaps Thursday and Friday) as planned during the Summer. The location of these meetings will be selected by the externs and will be designed to focus on the theme for that month. One of the two days will be spent visiting the selected site or program, the second day will be devoted to formalized instruction and group and individual planning.

I would anticipate that the first day would start approximately mid-morning to allow travel time for externs and carry on into the evening. The second day will begin at approximately 9:00 a.m. and conclude at 2:00 - 3:00 p.m.

The second summer will also have a one week component. The anticipated outcome of this session will be to finalize plans of action, refine process and implementation skills and determine future affiliation.

Local Administrative Considerations:

Since the extern program will require participants to be away from their duties for two days, it is essential that there be local administration approval to participate. Whether or not your local agency will assist financially (travel, per diem, etc.) is up to each individual. These kinds of considerations will certainly be a partial test of local agency committment to career education.

Credit:

Fifteen quarter hours of credit will be offered to participants. Three credits each for the two summer sessions and three credits per term for Fall, Winter, and Spring.

Participants wishing to apply these credits to a degree program will want to contact their respective advisors for possible approval. Participants who will be starting graduate programs should consider the impact of these credits on their program. Additional advising will probably be required in either case.

Those participants who are not presently admitted to graduate programs at Michigan State University may apply for admissions and/or apply as a non-degree student.

Many of these issues can be resolved during the first summer session. If you have immediate questions, please feel free to call.

Selection Deadline:

I anticipate that final selection of participants will be concluded by the end of the third full week of May.

I hope this information gives you adequate details. If you have other questions, please feel free to call me at (517) 355-9606.

Sincerely,

Cas F. Heilman

Cas F. Heilman, Coordinator
Career Education

CH:ld

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STATE AND PROJECT NUMBER	Missouri V361197
TITLE OF PROJECT:	A Proposal To Develop and Implement A Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri
ASSOCIATE PROJECT DIRECTOR:	Dr. James L. Navara Associate Director of Career Education State Fair Community College Sedalia, MO 65301
APPLICANT ORGANIZATION:	State Fair Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$477,459
DURATION:	June 1973 through June 1976

Site Information: The three-county non-urban area includes Saline, Pettis and Benton counties. Included in these three counties and cooperating with the project are the Marshall Public Schools, Sedalia Public Schools District 200, LaMonte R-IV, Smithton R-VI, Green Ridge R-VIII, Hughesville R-V, and Sacred Heart (a parochial school system), Cole Camp R-I, Lincoln R-II, Warsaw R-IX and other parochial and grade schools in the community college district. Included in these school districts are 24 elementary schools, 9 combination junior/senior high schools, 1 high school, 1 area vocational school and 1 community college. The project is designed to serve a wide geographic area and a relatively large population of students, teachers and school personnel in grades K-14. State Fair Community College, located in Sedalia, Missouri, is situated in Pettis County and the participating schools in the project comprise about a 35-mile radius of Sedalia. The three-county area is representative of other non-urban areas in Missouri with the major occupational areas being agricultural, manufacturing, service and recreational.

Description of the Program

I. Administrative Structure

The project will operate under the supervision of the President of State Fair Community College, the Vice-President for Instruction and the Dean of Vocational-Technical Education--all at State Fair Community College. The Associate Project Director is included on the organizational chart of the community college at the same level as Chairmen of Various Divisions in the Vocational-Technical Department. The Associate Project Director reports to the Dean of Vocational-Technical Education and the Vice-President for Instruction. The project staff will also include: a Career Awareness Specialist(K-6), a Career Exploratory and Observation Specialist (7-10), a Cluster Specialist (11-12), a Career Education Curriculum Specialist (K-10), a Job Placement and Follow-Up Specialist and an Audio-Visual Specialist.

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II. Program Design

By the third year of the project all youngsters in grades K-14 will be participating in career awareness, exploratory, cluster and placement activities. In addition, an operational post-secondary component will insure the articulation of the secondary cluster areas' programs into both 2-year post-secondary institutions and 4-year institutions.

III. Program Components

Overall Guidance and Counseling Emphasis Including Self-Awareness, Attitudes Toward Work and Career Decision-Making Skills--Built into the goals and objectives of each component of the project are processes and products whereby students progressing through school will make career choices. Emphasis will increasingly be placed upon career choice and the personal ratifications of these choices.

Elementary Career Awareness--Teachers in grades K-6 will develop instructional units and package utilizing existing materials in career education. During the first year, materials for grades K-2 will be developed and in-service activities will be conducted with area teachers. During the second year, instructional materials for grades 3-4 will be developed and field tested and during the third year, materials for grades 5-6 will be developed and field tested. Mediated self-instructional packages will be available to assist elementary school personnel in the use and implementation of career awareness into the existing curriculum.

Junior High or Middle School Career Orientation and Exploration--Introduction to the World of Work will be developed and presented in various classes through the use of community resource people and on-the-job experiences. Community resource people will be identified and short seminars for these individuals would be held to orient these community resource people to career education, its goals and objectives. As the career exploration guides are developed, workshops would be conducted for area educators to acquaint them with community resource people. In addition to this, work experience or observation stations would be developed and utilized throughout the school year and summer months. A library of commercially prepared career education materials would be available on the college campus, supplementing with locally produced materials and available to local teachers and school personnel.

Job Preparation in Grades 10-14--The implementation of articulated career cluster curricula in Missouri would provide students with more flexible career options at the high school level, define career options at the post-secondary level and would provide employers with entry-level workers for a wide range of occupations. The cluster curricula would be developed by the curriculum specialists assigned to the project staff assisted by subject-matter specialists at both the secondary and post-secondary levels and through one of the advisory committees. During the first year of the project, two clusters will be identified, developed and implemented on a regular program basis. The second year two additional clusters will be identified, developed and implemented; and during the third year, an additional two clusters will be developed. At the end of the third year, all six cluster curriculum areas will have been developed and implemented on a regular program basis. As part of this component, a system will be devised whereby performance testing for advanced placement into post-secondary training will be available to students desiring to continue into more specialized programs.

Placement Activities--Each secondary school in the three counties will designate a representative or representatives to work with the project Placement and Follow-Up Specialist to establish and coordinate placement services. Advisory committees representing interested groups will provide guidance and support to the placement activities. Coordination of placement services will be conducted with employment security agencies, local businesses, industry and others. Through this network students will be placed for work experience opportunities, for part-time work when needed, for full-time work upon leaving school and for further training for higher education institutions or post-secondary institutions.

IV. Unique Features

Individualized instructional packages for use with teachers in all areas of career education

Development of model placement services for use all over the state

Articulation of programs--elementary, junior, secondary, post-secondary and higher education

PLEASE POST

ANNOUNCING

CAREER EDUCATION AT NEW YORK UNIVERSITY SCHOOL OF EDUCATION

Course offerings Spring Semester, 1974

E60.2201, Foundations of Career Education. A review of vocational development theory, child and adolescent development, and occupational information as foundations for K-12 career education programs. Intended as the first course in the Career Education sequence. 3 points. Professor Martin Hamburger. M. 6:10-7:50

E34.2178, Curriculum Laboratory in Technology and Career Education. Designing, developing, and assessing curriculum products in technology and career education. 3 points. Professor Ronald Todd. W 4:20-6.

What is Career Education at New York University? Career Education is a major effort to integrate intellectual development of all children and exploration of future participation as citizen-workers. Career Education is encouragement for self- fulfillment and bridges the gap between school and society. Professional preparation for persons who have or anticipate responsibilities in this growing field is available now at New York University. The Career Education Sequence is not a major. It is a series of courses open to all interested graduate students and offered by the Departments of Business Education, Counselor Education, Educational Administration, Home Economics, Industrial Arts Education, Social Studies Education, and Vocational Education.

CAREER EDUCATION AT NYU IS AN INTERDEPARTMENTAL SEQUENCE OF COURSES FOR ALL EDUCATORS

Admission and Registration Applications for admission to the School of Education may be obtained from the School of Education Graduate Admissions Office Press 31, NYU, Washington Square, New York, New York 10003. Special Student status requires submission of transcripts of previous academic work but no fee. Students interested in matriculation should contact the department of their choice for specific departmental admissions information. Faculty members of the Interdepartmental Committee on Career Education are listed below:

Faculty	Department	Telephone
Professor W. Gabriel Carras	Social Studies Education	598-2785
Professor Karen Gillespie	Business Education	598-3711
Professor Martin Hamburger	Counselor Education	598-3297
Professor Joan Kindy	Counselor Education	598-3484
Professor Philip Pitruzello	Educational Administration	598-2920
Professor Margaret Simko	Home Economics	598-2666
Professor Robert Swerdlow	Industrial Arts Education	598-3358
Professor Ronald Todd	Vocational Education	598-3356

(over)

Registration for Spring Semester is from January 21-25. Classes begin February 4.

Additional Core Courses

E60.2203, Individual and Group Guidance Techniques in Career Education. Introduction to guidance techniques for teachers and administrators in career education.
3 points. Fall, '74, Wed. 6:10-7:50.

E34.2184, Curriculum Innovation in Technology and Career Education. Study of new and emerging directions in curriculum and involvement in curriculum innovation.
3 points. Fall, '74, Wed. 4:20-6:00.

E65.2150, Program Development and Administration in Career Education. Functions of program planning, curriculum development, staff selection and development, and budgeting are considered in the framework of administrative theory and practice. Intended as the culminating course in the Career Education Sequence.
3 points. Fall, '74, Tues. 4:20-6:00.

E34.1925, Orientation to Occupational and Technical Processes. Introduction to a wide range of jobs in the areas of home economics, business, and industry. Includes study of related technical processes.
2 points. Future offering.

Related Courses:

E31.1035, Evolution of Technology. 3 points, Spring '74, Tues. 4:20-6:00 plus 15 hrs. arr.
E31.1157, Technology and Elementary Education. 3 points, Spring '74, Mon. 6:30-9:30.
E32.1071, Cooperative Work Experience. 2 points, Spring '74, Wed. 6:00-7:00, 5meetings
E60.2003, Occupational-Educational Information in Guidance. 3 points, Spring '74, W 4:20-6:0

E31.2084, Guided Industrial Survey. 3 points, Summer '74
E32.2071, Workshop in Business Education. 3 points, Summer '74
E32.2072, Field Trips to Security and Investment Firms, 1 point, Summer '74
E32.2073, Field Trips to Data Processing Installations. 1 point, Summer '74
E34.1739, 40, Supervised Occupational Experience I, II. 6 points, Summer '74
E60.2003, Occupational-Educational Information in Guidance. 3 points, Summer '74

E31.1036, Labor's Role in the American Industrial Complex. 3 points, Fall '74, T 4:20-6
E31.1157, Technology and Elementary Education. 3 points, Fall '74, M 6:30-9:30.
E60.2003, Occupational-Educational Information in Guidnce. 3 points, Fall '74, M 4:20-6

Plans for the Future It is intended that providing the courses herein described will be the first step in developing a more complete program of study in Career Education. Plans include off-campus courses; special workshops; special training sessions for teachers and their students; career education internships; curriculum materials development; and skill training for students. A Career Education Conference is being planned for the summer of 1974.

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Admission Procedures. A graduate application may be obtained from the Office of Education Graduate Studies, School of Education, New York University, 32 Press Building, Washington Square, New York, N.Y. 10003. Application for matriculation must be supported by official transcripts of all undergraduate and graduate credits and a $15.00 nonreturnable application fee. Special students must present the same credentials; no fee is required.

Registration Procedures. Matriculated students may register for Career Education courses during advanced advisement or in-person registration periods.

Special students may register through the Special Students Office during the in-person registration period. Advisement regarding Career Education course selection may be obtained from professors in any of the departments cooperating in this program.

Off-Campus Registration. Each registrant must present evidence at the first class session of being a graduate of an accredited four-year college or matriculated in a graduate program.

Plans for the Future. It is intended that providing the courses described in this brochure will be the first step in developing a more complete program of study in Career Education, which will include:

- major career education conferences
- off-campus courses
- special workshops
- special training sessions for teachers and their students
- career education internships
- curriculum materials development
- skill training for students

Interdepartmental Committee on Career Education

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Industrial Arts Education
598-3358

Professor Ronald D. Todd
Vocational Education
598-3356

New York University
School of Education

New York University
School of Education
51 West Fourth Street, Room 75
New York, N.Y. 10012

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CAREER EDUCATION AT NEW YORK UNIVERSITY

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What is Career Education?

Career Education is a major effort to supplement and integrate the general intellectual development of all children with orientation to and exploration of future participation as a citizen-worker. Psychological and personal development is enhanced by this approach insofar as it expands horizons and opportunities for self-actualization. As such, Career Education is not early career decision but rather early encouragement for self-fulfillment. It is concerned with bridging the gap between school and society.

What is the Career Education Sequence?

The Career Education sequence at New York University consists of a variety of courses that are designed for educators in grades K-12 who have general or specialized responsibilities and interest in the growing field of Career Education. The following courses comprise the core of the sequence and are open to the student by advisement:

E60.2201 Foundations of Career Education. A selective review and synthesis of vocational development theory, child and adolescent development, and occupational information as foundations for K-12 career education programs. Intended as the first course in the career education sequence. 3 points.

E60.2203 Individual and Group Guidance Techniques in Career Education. An introduction to guidance techniques for elementary, secondary, general, and vocational teachers with responsibilities in career education. 3 points.

E34.2184 Curriculum Innovation in Technology and Career Education. A study of new and emerging directions in curriculum and involvement in the problems and practices of curriculum innovation. 3 points.

E34.2178 Curriculum Laboratory in Technology and Career Education. Designing, developing, and assessing curriculum products in technology and career education. 3 points.

E34.1925 Orientation to Occupational and Technical Processes. An introduction to a wide range of jobs in the areas of home economics, business, and industry. Also included is a study of the related technical processes. 2 points.

E65.2150 Program Development and Administration in Career Education. Functions of program planning, curriculum development, staff selection and development, and budgeting are considered in the framework of administrative theory and practice. Intended as the culminating course in the career education sequence. 3 points.

The following related courses are also part of the sequence and are open to the student by advisement:

E13.1083 Government and the American Economy. 4 points.

E13.2085,2086 Governmental Economics I, II. 3 points each.

E31.1035 Evolution of Technology. 3 points.

E31.1157 Technology and Elementary Education. 3 points.

E31.1036 Labor's Role in the American Industrial Complex. 3 points.

E31.2084 Guided Industrial Survey. 3 points.

E32.1071,1072 Cooperative Work Experience. 2 points each.

E32.2071 Workshop in Business Occupations. 3 points.

E32.2072 Field Trips to Security and Investment Firms. 1 point.

E32.2073 Field Trips to Data-Processing Installations. 1 point.

E32.2085 New Developments in Distribution. 3 points

E34.1739,1740 Supervised Occupational Experiences I, II. 6 points.

E34.2152 Education for the World of Work. 3 points.

E60.2003 Occupational and Educational Information in Counseling and Guidance. 3 points.

Who Will Benefit from the Career Education Sequence?

- Elementary teachers interested in providing occupational awareness and orientation in the classroom
- Junior high school and high school teachers of social studies, English, industrial arts, business, home economics, mathematics, and science who are interested in providing career education within their respective disciplines
- High school teachers of business education
- High school teachers of occupational education
- Guidance counselors at all levels
- School administrators and supervisors responsible for planning and coordinating programs

Sponsored by

THE INTERDEPARTMENTAL COMMITTEE ON CAREER EDUCATION

Professor W. Gabriel Carras
Social Studies Education

Professor Karen Gillespie
Business Education

Professor Martin Hamburger
Counselor Education

Professor Paul Heintz
Special Education

Professor Joan Kindy
Counselor Education

Professor Harvey Nadler
English Education

Professor Philip Pitruzello
Educational Administration

Professor Margaret Simko
Home Economics

Professor Robert Swerdlow
Industrial Arts Education

Professor Ronald Todd
Vocational Education

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION

Conference

Career Education: Present and Future

FRIDAY, MAY 3, 1974

9:30 – 3:30

LOEB STUDENT CENTER
566 LaGuardia Place
New York, New York

Career Education: Present and Future

CONFERENCE PROGRAM

9:30	Registration and Coffee 'n Danish
10:00	**Keynote Address** Dr. Sidney Marland President, College Entrance Examination Board Former U.S. Commissioner of Education and Assistant Secretary of Education, HEW
10:30	Questions to Dr. Marland from participants
11:00	**Panel** Dr. Corinne Rieder, Assistant Director for Career Education, National Institute for Education Mr. George Quarles, Director, Office of Career Education, N.Y.C. Board of Education Dr. Jack McGowan Assistant Superintendent, BOCES, Suffolk County, N.Y. And a representative of the N.Y. State Department of Education
12:00	Lunch

1:30–3:30 WORKSHOPS

#1	Working Models of Career Education, K-12
#2	Working Models of Career Education, K-6
#3	Working Models of Career Education, 7-9
#4	Working Models of Career Education, 10-12
#5	Staff Involvement and Relationships in Career Education
#6	Parent Involvement in Career Education
#7	Career Education: School and Community
#8	English and Career Education
#9	Math and Career Education
#10	Social Studies and Career Education
#11	Science and Career Education
#12	Occupational Education and Career Education
#13	Guidance and Career Education
#14	Special Education and Career Education

Please indicate your workshop choices below and return before April 19. The conference will be limited to 200 persons.

Name ______________________

Position ______________________

Address ______________________

____

____

Tel. # ______________

WORKSHOPS

1st choice: # ________
2nd choice: # ________
3rd choice: # ________

I would like to be a leader for workshop

________ .

Please return with a check for $5.00 made payable to New York University. Conference fee covers coffee, lunch and all conference expenses.

TO:

Dr. Joan Kindy
Career Education Conference Coordinator
Room 75, South Building
New York University
51 W. 4th Street
New York, N.Y. 10003
(212) 598-2955

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CAREER EDUCATION NEWSLETTER

Vol. I, No. 3, December, 1973

STATE FAIR COMMUNITY COLLEGE

EXEMPLARY PROJECT K-14

USOE SCHEDULES ON-SITE EVALUATION

The Regional office of the United States Office of Education, has informed the Career Education Project Staff at State Fair Community College that on January 29-30, a two-day on-site evaluation of the project will take place.

The evaluation will consist of interviews of individuals participating in the Career Education Project, on-site visitation to participating schools, and an evaluation of materials developed by the project staff.

Participating in the evaluation will be program officers from the USOE regional office in Kansas City.

CAREER EDUCATION STAFF PARTICIPATES IN AVA MEETING

Three members of the Career Education Staff at State Fair recently attended the National Convention for the American Vocational Association in Atlanta, Georgia.

In attendance at the convention were over 7,000 educators, administrators, guidance counselors, and other related individuals. The members attending from State Fair included James Navara, Project Director; Harold Haden, Cluster Specialist; and Travis Montgomery, Job Placement and Development Specialist.

Highlights of the convention included a program entitled Post-Secondary Career Education presented by Joyce Fielding, Dean of Student Personnel, State Fair, and James Navara, Project Director. The program centered around the theme of Post-Secondary Career Education-Countdown, Blast-off, Orbit and Splashdown, and concentrated on the development, implementation, and evaluation of a Career Education program.

CAREER EDUCATION CLASS TO BE OFFERED STARTING JANUARY 16th

Starting January 16th, from 7-9 p.m., the Career Education Project at State Fair Community College, will offer F460-Topics in Career Education, a two semester hour graduate course, through Missouri University.

This course is designed to provide information to administrators, counselors, and teachers in grade levels K-14. Discussed will be the Career Education concept and the implementation of Career Education into the existing curriculum.

The cost of the 2 hour course will be $58.00 and part or all of the tuition costs will be reimbursed to enrollees. Textbooks and other materials will be provided free to each enrollee.

A minimum of 20 enrollees is required before the course can be offered and pre-registration is encouraged. Please complete the pre-registration form below and mail to the Career Education Staff, State Fair Community College, Sedalia, MO 65301

Pre-Registration Form-Career Education Class

NAME:______________________ SCHOOL:______________________

GRADE LEVEL TAUGHT:______________________PHONE:______________________

Deadline January 7, 197[illegible]

Project Staff:

James L. Navara
Director

Travis L. Montgomery
Job Placement Specialist

Phyllis N. Borgelt
Curriculum Specialist

Robert Brown
Elementary Specialist

Harold Haden
Cluster Curriculum Specialist

Tom Schick
Exploratory-Observation Specialist

Jerry Allen White
Audio-Visual Specialist

Major goals of the Project:

- Career Awareness K-6
- Career Exploration and Observation 7-10
- Expand Training Opportunities 11-12
- Expand Career Programs 13-14
- Implement Job Placement and Follow-up Services

Office:

State Fair
Community College
Sedalia, Mo. 65301

Phone:

816-826-7100

Area to be Served by the Project:

Saline
Pettis
Benton Counties

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MEDIA SPECIALIST PLANS VISIT TO PROJECT SCHOOLS

Our media specialist, Jerry Allen White, is currently at work on a slide-tape presentation and will be taking pictures at schools in the Project. If you are involved in career education projects such as bulletin boards, field trips, etc. or have any such activities planned, contact Jerry so he can make arrangements to photograph your activities.

K-6: AWARENESS

DUSO KIT PRESENTATION

The January 17 meeting of the Central Missouri Guidance Association will have as part of its program a presentation on the usage of the DUSO kit. Kay Scott, elementary counselor~~, Eldon~~ Career Education Project, will be in charge of this portion of the program which will be held at the Tipton High School, Tipton, MO. Those interested might want to mark this date on their calendars. Guests will be welcome.

WORKSHOP NO. 2

The elementary component of the State Fair Community College Career Education Project will hold its second in-service workshop sometime near the end of January. The purpose of the workshop will be the development of goals and objectives for grades K-2. Information and materials concerning this workshop will soon be sent to each participant.

7-10: EXPLORATION-OBSERVATION

The National Standard Career Education Model poster that was displayed at the November 1 workshop is available from Educational Properties, Inc. at a cost of $1.95 each for four or less. There is a price reduction if more than four are ordered. The poster states goals of Career Education, means of achieving these goals, the fifteen Career Clusters, and elements of Career Education. The address is: Educational Properties, Inc., Post Office Box DX, Irvine, CA 92664.

The posters of careers in subject matter areas that were displayed at the November 1 workshop are available free from the Minnesota State Department of Education along with other materials. Write and ask for the posters of careers in subject areas, the booklet of Career Related Subject Areas, and the handout of Career Clusters. The address is: State of Minnesota, Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101.

MEASE KIT: DR. RICHARD B. MEASE

Free Career Education materials from the Missouri State Department of Education are available. Write for the following booklets and handouts: Elements of the Career Education Program, Fifteen Cluster Arrangement, Occupational Clusters, and Life Career Development-A Model and Implementation. Write: Dr. Richard B. Mease, Career Education, State Department of Education, P.O. Box 480, Jefferson City, MO 65101.

11-12: CAREER PREPARATION

Plans for providing career preparation to secondary students at State Fair Community College in business and office occupations and possibly two other areas next fall are being finalized.

The business and office staff is working with a consulting committee made up of individuals throughout the state. They are:

Mr. Charles Newman, Director of Business Education
State Department of Education

Dr. Jane Bucks, Assistant Professor
Business and Economics, CMSU

Ms. Evelyn Alpers
Stover High School

Mrs. Louise Campbell
Warsaw High School

Mrs. Dorothy Cristy
Ft. Osage Area Voc-Tech School

Mr. John Williams, Principal
Lincoln High School

Ms. Ann Wilkerson
Joe Herndon Area Voc-Tech School

The first meeting of this group was held on November 11 in Sedalia.

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The agriculture staff at State Fair is utilizing the help of nine junior colleges throughout Missouri in surveying businesses to determine what competencies are currently needed for employment in agriculture occupations.

The advisory committee for that group consists of:

Mr. Dale Anderson, Director
Management Placement
Farmland Industries

Mr. Neilan Hart
Farmway Service

Mr. Carl Humphrey, Director
Agricultural Education
State Department of Education

Mr. Allen Kelsay, Assistant Director
Research Coordinating Unit
State Department of Education

Mr. Caleb Lipscomb, President
Lipscomb Agricultural Supply

Mr. J. Keith Melvin, Exec. Director
Western Retail Implement & Hardware

Mr. Edward Milbank
Chillicothe, MO

Mr. Keith McLaughlin
MFA

Mr. Gerald Sandidge
Marshall, MO

Dr. Bob Stewart, Associate Professor
University of Missouri-Columbia

Mr. Bill Stueck, Owner
Suburban Lawn and Garden

Mr. Dean Warnstaff, Executive Secretary
MO Agri-Industries Council

The health occupations staff is participating in the Statewide Planning Committee for Health Occupations. The outcome of this group's recommendations and policies should enable us to design a program in health occupations that reflects the latest trends.

The assistance of these groups is invaluable in planning occupational programs.

BUSINESS AND OFFICE STAFF VIEW OTHER PROGRAMS

Some of the business and office staff members have made visits to other business and office programs. Ideas gathered from visits to O'Fallon Vocational School in St. Louis, Hamilton High School in Milwaukee, Joe Herndon Area Vocational School in Raytown, and Winnetonka High School in North Kansas City will be incorporated into the secondary occupational programs.

JOB DEVELOPMENT, PLACEMENT, AND FOLLOW-UP SERVICES

SCHOOL JOB PLACEMENT SERVICES WORKSHOP HELD AT STATE FAIR COLLEGE

A school job placement workshop for administrators and counselors in the ten cooperating high schools was held Wednesday, December 12, at State Fair Community College.

The morning session was highlighted by a training session on proposal writing for various school projects by Mr. Glenn White, Director of RCU; and Mr. Charles Foster, Director of Guidance, State Department of Education, discussed various funding resources available to area schools.

Luncheon was held at the Ramada Inn with Mr. Russell Woodard, Personnel Manager, Olin Corporation, as guest speaker. His topic was "Are High School Students Prepared for the World of Work?"

During the afternoon session, Mr. Buster McGowan, Job Placement Coordinator, Eldon Public Schools, discussed the job placement program that has been implemented in the Eldon Public School System for employment-bound high school seniors. The remaining time was spent in organizing job development and placement activities for seniors who plan to enter the world of work and have requested assistance in finding a job.

SURVEY OF AREA HIGH SCHOOL SENIORS HAS BEEN COMPLETED AND RESULTS SENT TO SCHOOLS

Of the graduating seniors in the ten cooperating high schools, 47.6% plan to enter the world of work rather than pursue a post-secondary program after graduation in 1974. Of the 855 high school seniors completing the 77-item questionnaire concerning the world of work and their career plans, 407 seniors indicated preliminary plans to take a job that requires no additional training. However, 607 seniors or 70.9% would actually rather attend a post-secondary training program after graduation. These seniors gave various reasons for not attending post-secondary programs. These

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reasons included lack of finances, lack of confidence, desire to first obtain a year's work experience, and undecided on an educational objective.

Preliminary reports were sent to each participating school, and a final report including results from all ten high schools will be compiled into a final report by March, 1974.

MISSOURI CAREER EDUCATION GRANT AWARD PROGRAM ANNOUNCED

The Department of Education is making available a grant award program to provide limited support to school districts interested in implementing a local program of Career Education. The grant award will be made on the basis of projects which are submitted by local districts to the Department no later than January 28, 1974. Approximately 50 projects will be approved for the current year on a non-renewable basis. The intent of the grant award is to assist school districts in offsetting the developmental costs associated with initiating local programs.

One aspect of initiating a Career Education program in the school must be concerned with writing and modifying curriculum materials which contain Career Education concepts and activities. The grant award program is being offered to assist schools in this modification process.

The Department will provide reimbursement to projects for three types of expenditures.

1. Project costs may include expenditures for a curriculum writing committee not to exceed fifteen (15) staff members. Reimbursement for staff will not exceed $300 per person for services rendered over the minimum of ten working days. The staff services performed should be above and beyond the regular teaching assignment.

2. The grant award program will provide up to a total of $500 per project for Career Education consultive services.

3. The Department will reimburse at a 50% rate of up to $2,000 for Career Education resource materials for utilization by the curriculum writing committee or teachers involved in the Career Education program.

For additional information concerning these grants, contact Career Education Staff at SFCC or write to Mr. B. W. Robinson, Assistant Commissioner, Director of Career and Adult Education, State Department of Education, P.O. Box 480, Jefferson City, MO 65101.

AUDIO-VISUAL LIBRARY

What materials would you like to have included in the audio-visual library?

We've been pleased with the initial response to the listing of materials purchased for the audio-visual library. Several items are already being used by teachers in project schools. If you become aware of career education materials that you feel would be a useful addition to the library, please let us know. Suggestions or questions concerning the A-V library should be directed to Phyllis Borgelt.

HAVE A HAPPY HOLIDAY SEASON!

PRE-SERVICE AND IN-SERVICE TEACHER TRAINING FOR ELEMENTARY TEACHERS IN THE WORLD OF WORK PROGRAM

by

Dr. Ronald G. Petrie
Utah State University

In 1972 the Department of Elementary Education at U.S.U. received a $28,000 Grant from the Utah State Board of Education to develop a pre-service and in-service training program to prepare teachers to teach World of Work Units which are the elementary level of the Comprehensive Career Education Program in the State of Utah.

A slide-tape instructional package system is correlated with an instructional manual and workbook. The instructional system has been developed, field tested, and validated and is now ready for dissemination.

The complete instructional program takes between 25 and 30 hours to complete and is designed to give teachers the knowledge, attitudes, and skills necessary to be effective teachers of World of Work units.

The Department of Elementary Education is currently negotiating a training workshop for any and all other state institutions interested in adopting/adapting the program to their pre-service teacher training program. In addition, another workshop is being planned for 60-80 representatives from all of Utah's school districts to train them to train all of the estimated 9,000 elementary teachers in the state over a two-year period. Teachers will be able to receive college credit or recertification credit for the training.

All of the prototype materials have been developed. Cost estimates are not complete for duplication of all the materials but it should be around $250-300 for 50 manuals and workbooks, and the slide-tape instructional packages.

For further information on the instructional packages or workshops contact:

Dr. Ronald R. Petrie, Chairman
Department of Elementary Education
Utah State University
Logan, UT 84321
(801) 752-4100, ext. 7481

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STUDY GUIDE
For Use In Reacting To
"AN INTRODUCTION TO CAREER EDUCATION"

Directions: The document, "An Introduction to Career Education," is NOT an official USOE publication at this time. Rather, it represents a first attempt to state a position that holds potential for rather long range policy development for career education within OE. It is intended to move us toward consensus through providing a means of clearly identifying our differences. You are being asked to help in this endeavor by: (1) studying the document carefully; and (2) completing this Study Guide by expressing your most carefully considered judgments.

1. In your opinion, is it appropriate to picture Career Education as "a response to a call for educational reform"? ___YES ___No ___Not sure

2. In your opinion, how VALID are each of the 11 conditions listed on Pages 1-3 and to what extent is each APPROPRIATE to use in specifying conditions leading to the career education movement?

Condition	Valid?			Approptiate?		
	Yes	No	Not sure	Yes	No	Not sure
1	___	___	___	___	___	___
2	___	___	___	___	___	___
3	___	___	___	___	___	___
4	___	___	___	___	___	___
5	___	___	___	___	___	___
6	___	___	___	___	___	___
7	___	___	___	___	___	___
8	___	___	___	___	___	___
9	___	___	___	___	___	___
10	___	___	___	___	___	___
11	___	___	___	___	___	___

3. On Page 4, how appropriate do you believe the definition of "work" presented there is? ___Appropriate ___Inappropriate ___Not sure
IF you believe that definition to be "inappropriate," please write here a definition that would seem more valid to you: ______________________
____
____

4. In your opinion, how defensible is the rationale for career education presented on Page 4? ___Defensible ___Not Defensible ___Not sure

5. In your opinion, how appropriate are the definitions of words presented on Page 5 of the document?

Word	Appropriate	Inappropriate	Not Sure
"Career"			
"Career Education"			
"Education"			

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6. To what extent do you agree with each of the 10 basic concepts listed on Pages 6 and 7 of the document?

Concept	Agree	Disagree	Not Sure
1	___	___	___
2	___	___	___
3	___	___	___
4	___	___	___
5	___	___	___
6	___	___	___
7	___	___	___
8	___	___	___
9	___	___	___
10	___	___	___

IF OTHER OR ADDITIONAL BASIC CONCEPTS SEEM IMPORTANT TO YOU, PLEASE WRITE THEM CAREFULLY ON THE REVERSE SIDE OF THIS SHEET.

7. In your opinion, to what extent is each of the 25 programmatic assumptions of career education listed on Pages 8-12 VALID?

Assumption	Valid	Invalid	Not Sure
1	___	___	___
2	___	___	___
3	___	___	___
4	___	___	___
5	___	___	___
6	___	___	___
7	___	___	___
8	___	___	___
9	___	___	___
10	___	___	___
11	___	___	___
12	___	___	___
13	___	___	___
14	___	___	___
15	___	___	___
16	___	___	___
17	___	___	___
18	___	___	___
19	___	___	___
20	___	___	___
21	___	___	___
22	___	___	___
23	___	___	___
24	___	___	___
25	___	___	___

IF OTHER OR ADDITIONAL PROGRAMMATIC ASSUMPTIONS OF CAREER EDUCATION SEEM IMPORTANT TO YOU FOR INCLUSION IN THIS LIST, PLEASE WRITE THEM CAREFULLY ON THE REVERSE SIDE OF THIS SHEET OR ON A SEPARATE SET OF SHEETS.

8. In your opinion, how justified is the contention appearing on Page 12 that we know enough right now to justify the organization and implementation of comprehensive career education programs? ___Justified ___Unjustified ___Not sure

9. In your opinion, how justified is the assertion on Page 12 that, to the greatest possible extent, initiation of career education programs should be undertaken utilizing existing personnel and existing physical facilities?
___Justified ___Not justified ___Not sure

10. In your opinion, how appropriate is each of the tasks and how appropriate is each task assignment listed on Pages 13-16 of the document?

	Appropriateness of Task			Appropriateness of Task Assignment		
Task	Yes	No	Not Sure	Yes	No	Not Sure
A-1	___	___	___	___	___	___
A-2	___	___	___	___	___	___
A-3	___	___	___	___	___	___
A-4	___	___	___	___	___	___
A-5	___	___	___	___	___	___
B-1	___	___	___	___	___	___
B-2	___	___	___	___	___	___
B-3	___	___	___	___	___	___
B-4	___	___	___	___	___	___
C-1	___	___	___	___	___	___
C-2	___	___	___	___	___	___
C-3	___	___	___	___	___	___
C-4	___	___	___	___	___	___
C-5	___	___	___	___	___	___
D-1	___	___	___	___	___	___
D-2	___	___	___	___	___	___
D-3	___	___	___	___	___	___
D-4	___	___	___	___	___	___
D-5	___	___	___	___	___	___
E-1	___	___	___	___	___	___
E-2	___	___	___	___	___	___
E-3	___	___	___	___	___	___
F-1	___	___	___	___	___	___
F-2	___	___	___	___	___	___
F-3	___	___	___	___	___	___
F-4	___	___	___	___	___	___
F-5	___	___	___	___	___	___

11. The "initial implementation needs" listed on Pages 16-18 are obviously crucial in that they form a basis for requesting career education funds. In your opinion, should the following categories have been added to the list of initial implementation needs?

	Category	Yes	No	Not Sure
A.	Direct subsidies to the business -labor-industry community	___	___	___
B.	Direct subsidies to persons in the form of educational vouchers	___	___	___

12. In your opinion, how should the following categories of need be ranked in terms of (a) the IMPORTANCE of need for Federal funding; and (b) the relative AMOUNT of Federal funds we should be requesting? (Use "1" for top rank.)

Category	IMPORTANCE:Rank	AMOUNT:Rank
A. In-service Education	___	___
B. Pre-service Education	___	___
C. Material Preparation/dissemination	___	___
D. Evaluation	___	___
E. Involving business-labor-industry and Home in career education	___	___
F. Exemplary Demonstration Projects	___	___
G. Basic Research	___	___
H. Other(s)___________See Item 13	___	___

13. In your opinion, are there other "initial implementation needs" that should be added to the list on Pages 16-18? ___Yes ___No ___Not Sure (If "Yes," please list such needs on the back of this sheet.)

14. To what extent do you agree with the priority choices given as tentative examples on Pages 18-19?

Choice	Agree	Disagree	Not Sure
1	___	___	___
2	___	___	___
3	___	___	___
4	___	___	___
5	___	___	___
6	___	___	___

15. In your opinion, how appropriate is each of the learner outcomes listed on Pages 19-20 for use in evaluation of career education?

Learner Outcome	Appropriate	Not Appropriate	Not Sure
1	___	___	___
2	___	___	___
3	___	___	___
4	___	___	___
5	___	___	___
6	___	___	___
7	___	___	___
8	___	___	___
9	___	___	___

16. One way of interpreting the paragraph that appears at the bottom of Page 20 and the top of Page 21 is to say that not all students should be equipped with a marketable job skill by the time they leave the secondary school. To what extent do you agree with this position? ___Agree ___Disagree ___Not sure

17. On Page 21, we are saying that the call for educational reform cannot be answered simply through initial implementation of career education programs. Rather, it will require major basic educational policy changes. To what extent do you agree with this view? ___Agree ___Disagree ___Not sure

18. To what extent do you agree that each of the 14 major educational policy changes listed on Pages 21-23 should be championed by career education?

Change	Agree	Disagree	Not Sure
1	___	___	___
2	___	___	___
3	___	___	___
4	___	___	___
5	___	___	___
6	___	___	___
7	___	___	___
8	___	___	___
9	___	___	___
10	___	___	___
11	___	___	___
12	___	___	___
13	___	___	___
14	___	___	___

19. To what extent do you agree with each of the following statements found on Pages 23-25 of the document?

Statement	Agree	Disagree	Not Sure
A. Initial implementation of career education will be relatively inexpensive.	___	___	___
B. Long run educational reform will be very expensive.	___	___	___
C. Career education is dedicated to avoiding creation of a dual school system.	___	___	___
D. The days of educational isolationism are past. Collaboration is needed.	___	___	___
E. If the goals of career education are attained the term "career education" should disappear.	___	___	___

20. If answering these questions has not fully allowed you to express concerns you have regarding the content of the document, please express your concerns as fully as possible on separate sheets of paper. Number each page and designate it as "Question 20."

____ ____ ____ ____ ____ ____ ____ ____

IDENTIFICATION DATA

A. Please check one of the following categories that most accurately describes you.

___ State coordinator of career education
___ Chief state school officer
___ State director of vocational education
___ State supervisor of guidance
___ State department of education staff (other than categorized above)
___ Local coordinator of career education
___ Local career education staff member
___ Member, CONCEPT CONFERENCE
___ Member, PHILOSOPHER'S CONFERENCE
___ Other (specify:____)

B. (Optional)

1. Name:____
2. Title:____
3. Address:______________________________________
4. Phone:____

AN INTRODUCTION TO CAREER EDUCATION

Kenneth B. Hoyt

DRAFT

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.
4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.
5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.
6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.
7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.
9. The general public, including parents and the business-industry-labor community, has not been given and adequate role in formulation of educational policy.
10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.
11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the 11 criticisms cited above centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of the criticisms. Such a common element must be one that can logically be expected to be related to the needs of all persons involved in education. One such element that would seem appropriate to use is the concept of work -- defined as conscious effort aimed at producing benefits for oneself and/or for others. This concept is one that can be related to the societal uses of education in all segments of society on the part of all individuals.

Work, as defined here, centers around the basic human need for accomplishment and the broader societal survival need for productivity. As such, it serves as a universally common answer that can be given to all who ask "Why should I learn?" The fact that it may represent, for a given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality. It is a concept that can be applied to all persons of all ages in all kinds of educational settings both within and outside of formal education. It is a concept which, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total life style.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accommodated through use of the concept of work. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

As with any educational concept, "career education" has been operationally defined in a wide variety of ways. In a generic sense, its definition must obviously be derived from the ways in which the two words, "career" and "education," are defined. Here, "career" is defined as the totality of work one does in his or her lifetime. "Education" is defined as the totality of experiences through which one learns. Thus, "career education" can be defined generically as the totality of educational experiences through which one learns about work. "Work," with the definition cited above, obviously includes unpaid activities as well as paid employment. Education, as defined here, obviously includes far more than "schooling." Thus, this generic definition of career education is purposely intended to be of a very broad and a very encompassing nature. Career education emphasizes education as preparation for work as one of the basic goals of American education. In no way does career education try to say that this should be the only goal or even necessarily the most important goal for any student or for any educational system.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.
6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females, students in elementary schools and in the graduate colleges.
7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.
10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be viewed as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable and none are yet sufficiently accepted so as to be regarded as educational truisms.

Programmatic Assumptions of Career Education

Operationally, career education programs have been formulated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the programmatic assumptions listed below can be said to represent the truth as we presently know it to be. Each is stated, insofar as possible, in the form of a testable hypothesis in hopes that, by doing so, further research efforts will be stimulated.

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and

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are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required

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as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful

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influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. In choosing an occupation, one is, in effect, choosing a lifestyle.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single

approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point being illustrated is that, in formulating action plans for career education, we are not, even at this point in time, forced to operate out of complete ignorance. While much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, does not have to wait for further research before it can begin to be answered. Further research is badly needed, but we need not and should not wait until such research is completed before undertaking the installation of career education programs.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles, on the part of some staff members, can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the Home and Family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

   1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

   2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

   3. Help pupils acquire and utilize good work habits.

   4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

   5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to A above, some teachers will be charged with:

   1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

2. Helping students acquire job-seeking and job-getting skills.

3. Participating in the job-placement process.

4. Helping students acquire decision-making skills.

C. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless all of the tasks specified above are being carried out, the initial implementation of a comprehensive career education program cannot be said to have taken place. While bits and pieces of career education are obvious in many educational systems at the present time, very few can be said to have fully implemented these initial tasks. American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Initial Implementation Needs For Career Education

Several kinds of action are required if the initial implementation tasks specified above are to be accomplished. These actions, requiring some combination of Federal, State, and local funds, include:

1. In-service education for all educational personnel, at all levels of education, designed to provide them with a knowledge, understanding, acceptance of, and commitment to the basic concepts, goals, and objectives of career education.

2. In-service education of educational administrators designed to provide them with the knowledge and expertise required for directing and coordinating career education efforts in the educational settings in which they are employed.

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3. In-service education of instructional personnel designed to equip them with competencies required for infusing career education strategies into their total pattern of instructional activities.

4. In-service education of counseling and guidance personnel designed to increase their competencies in career guidance, counseling, placement, and followup.

5. Assistance to teacher education programs in changing curricula and instructional programs, at both the undergraduate and graduate levels, in ways consistent with the goals and objectives of career education.

6. Assistance to agencies and organizations engaged in the preparation and/or dissemination of career education materials.

7. Assistance to agencies and organizations engaged in the development and/or strategies for evaluation of career education methods, materials, and/or programs.

8. Assistance to educational systems enabling them to involve both the business-labor-industry community and the home in career education efforts.

9. Support of exemplary demonstration career education efforts, including plans for evaluation of such efforts and dissemination of findings

and products to other settings.

10. Support of intensive, basic research efforts designed to produce new knowledge required for increasing the effectiveness of career education programs.

Each of the above represents a high priority need. It would be difficult to find agreement that one should be stressed over another. If necessity forces choices to be made among these priorities, such choices should be made based on the following guidelines:

1. In-service education needs of currently employed educational personnel should take precedence over efforts to change pre-service personnel programs.

2. Efforts at the elementary and secondary school levels should take precedence over efforts at the post-secondary school levels.

3. Efforts aimed at educational administrators should take precedence over efforts aimed at instructional and guidance personnel.

4. Efforts aimed at instructional and guidance personnel should receive equal emphasis.

5. Efforts at implementing career education in all school systems should take precedence over supporting further massive demonstration efforts.

6. Efforts aimed at implementing career education and at supporting further basic research in career education should receive equal emphasis.

It is hoped that the kinds of choices listed above will not have to be made. Whenever one of these top priority needs is chosen over another, the probabilities for effective implementation of career education are reduced.

Learner Outcomes For Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary, in emphasis, from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce school leavers (at any age and at any level) who are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

4. Equipped with career decision making skills, job hunting skills, and job getting skills.

5. Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to be applied to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how well-intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education are either new or untested. Yet, none has as yet become common practice in a majority of educational systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance prior to its initiation. In spite of the obvious difficulties and dangers involved the following basic educational policy changes are each championed by the career education movement:

1. Substantial increases in the quantity, quality and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly

differentiated college preparatory, general education, and vocational education curricula at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts,

skills and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.

13. Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.

14. Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with current sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in current remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public post-secondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons -- youth and adults -- in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Concluding Remarks

As a response to a call for educational reform, career education has operated as a paper priority of American Education for the last three years. During this period, it has demonstrated its acceptability, as a direction for change, to both educators and to the general public. Its widespread application to all of American Education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American Education. When this has been accomplished, the result should be abandonment of the term "Career Education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career Education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

CAREER EDUCATION ACTIVITIES
AT THE
UNIVERSITY OF KENTUCKY

I. Appalachian Educational Satelite Project

A. Funded through the Appalachian Regional Commission

B. Components

1. Education Component

   a. Produce an ETV series for inservice teacher education and career education. (over TV via satelite)

   b. Live seminar course in career education with audio feedback for teachers (over TV via satelite)

2. A computer hook-up for resource dissemination in career education and reading information and curriculum materials.

C. The Satelite was launched last week (if all went well - I haven't heard).

II. Consulting and Proposal Development

A. U.K. staff assisted in the development and implementation of the first Part D. (exemplary) and later the Part C. (research) funded Career Education projects - through the RCU.

B. Assisted in the development of the first regional Career Education project (Owensboro) - RCU.

C. Helped prepare the proposal to ARC to fund the Hazard region Career Education project.

D. Helped plan and write a Career Education proposal for Woodford County schools. Submitted to U.S.O.E., but picked up by a private foundation.

E. Faculty from Vocational Education and from other departments (Admin. and Supervisory mainly) have written proposals for or consulted with several other districts. Carrollton, Clay County, Henderson County, Bowling Green, Madisonville Region, Newport, and others.

III. Hazard Research Project

A. Designed to assess the effects of a Career Education program in the region on:

1. Students - using a pre/post design with experimental and control groups the following variables will be investigated:

a. Achievement

b. Career maturity using the CMI - Career Maturity Inventory

c. Absenteeism

d. Level of occupational aspiration

e. Level of motivation - JIM scale

f. Student attitude - toward self, school, peers, math, reading, and citizenship

2. Professional staff - their knowledge and attitude toward Career Education will be investigated. Some will also be interviewed and others will receive questionnaires to assess the program.

3. Community - questionnaires and interviews will be used to ascertain the knowledge and attitude which various publics have in relation to Career Education. These publics might include parents, business, and community organizations.

4. Project management - to access the extent to which project management procedures were effective in the planning and conduct of the project.

IV. Instruction

A. During the past two years, our EDV undergraduates have been presented units on Career Education.

B. We offer EDV 702, Career Development, in our graduate program. It has been offered on campus and through extension.

C. Through the RCU we sponsored 6 or 8 statewide Career Education conferences. (1972)

V. College of Education Task Force on Career Education

A. Established by our Dean to involve the total college in Career Education.

Appendix H'

Demographic Data
(Collected in Workshop Evaluation)

Figure 1. PARTICIPANT REPRESENTATION BY SEX AND POSITION
Figure 2. AGE RANGES OF WORKSHOP EVALUATION RESPONDENTS
Figure 3. SEX OF EVALUATION FORM RESPONDENTS
Figure 4. SEX OF WORKSHOP PARTICIPANTS
Figure 5. YEARS OF EDUCATIONAL PREPARATION OF RESPONDENTS
Figure 6. NUMBER AND PERCENT OF RESPONDENTS HAVING TEACHING AND/OR OTHER WORK EXPERIENCES

LIST OF AREAS OF WORK EXPERIENCE OTHER THAN TEACHING

LIST OF AVOCATIONAL INTERESTS OF RESPONDENTS WHICH HAVE WORK/CAREER IMPLICATIONS

Fig. 1. PARTICIPANT REPRESENTATION BY SEX AND POSITION

	Male	Female
Ohio State Department	0	1
Graduate Student	5	2
Elementary	1	1
Secondary	2	0
Vocational Education	2	0
Business/Industry	2	0
Educational Administrator	2	0
Dean	2	0
Proprietary	0	1
Community College	0	1
Other Professor	2	0
United States Office of Education	1	0
TOTALS	19	6

Fig. 2. AGE RANGES OF WORKSHOP EVALUATION RESPONDENTS

Responses	Age				
	35 or under	36-45	45-55	56-65	66 or over
Number	7	5	4	1	0
Percent	41	29	24	6	0

Fig. 3. SEX OF EVALUATION FORM RESPONDENTS

Responses	Sex	
	Male	Female
Number	12	6
Percent	67	33

Fig. 4. SEX OF WORKSHOP PARTICIPANTS

	Sex	
	Male	Female
Total Participants	19	6
Percent	76	24

Figure 5. YEARS OF EDUCATIONAL PREPARATION OF RESPONDENTS

Responses	Years of Education Preparation				
	12	14	16	18	over 18
Number	0	2	0	3	12
Percent	0%	12%	0%	18%	70%

Figure 6. NUMBER AND PERCENT OF RESPONDENTS HAVING TEACHING AND/OR OTHER WORK EXPERIENCES

RESPONSES		RANGE OF YEARS							
		1	2	3	4	5	6-10	11-15	Over 15
Teaching Experience	No.	1	3	0	0	1	3	2	5
	%	7	20	0	0	7	20	13	33
Other Work Experience	No.	0	1	3	1	4	2	2	2
	%	0	7	20	7	27	13	13	13

LIST OF AREAS OF WORK EXPERIENCE
OTHER THAN TEACHING

Banking - retail

Business (clerical and management)
Factory (on-the-job trainer)
Home Management Consultant (individualized instruction)

Retail business - owner
partner;
Journeyman in trades (several trades)

Army Commander
Farm Manager

Real estate sales
Retail clothing sales

Restaurant
Shoe store

Public school (LEA)
State Department
University teaching
Guidance
Research
Military, sales, various industry jobs
Teacher (college level)
Research assistant, etc.

Teaching
Coaching
Business (Gulf Oil Co., Firestone Tire and Rubber Co.)

Probation work (juvenile offenders)
Dorm counselor

Curriculum specialist in local schools
Leadership development
Supervision

Computer programmer and operator
Sales and retailing

Truck driver, salesman, farmwork, furrier, meat packer
Railroad telegraph, western union, soda jerk, insurance salesman

Research Economist Family Income and Expenditure; Canadian Department of Agriculture; Commercial Dietetics; Research Health Occupation Education; Assessment Team for Developing New York State External High School Diploma

LIST OF AVOCATIONAL INTERESTS OF RESPONDENTS WHICH HAVE WORK/CAREER IMPLICATIONS

Music

Film making (motion pictures)
Music
Hypnosis
Auto racing

Handball
Paddleball

Gardening
Auto damage appraiser
Community activities

As a professor in Consumer Education, I will be involved in the planning and implementing of an internship program for Family Financial Counselors. Consumer Education also has work implications in the areas of consumer protection, consumer credit, consumer research, etc.

Youth organizations-sports

Chairman of Board for Settlement House; Trustee, New York State 4-H Foundation; Judge, etc.; Christian Education.

Appendix I'

Criticisms of Terrell Bell Paper

Questions Raised

Needs Identified

Problems Identified

Criticisms of Grant Venn Paper

Questions Raised

Needs Identified

Problems Identified

Categorical Listing of Comments
for Task One (1)

Criticisms of Terell H. Bell Paper Entitled "Identification/Analysis of Career Education Needs of Students Who Participate in Traditional Programs in Graduate Teacher Education"[1]

CRITICISMS

	Negative (-)	Positive (+)	Negative/Positive (±)
I. PAPER DIRECTED	Focus of paper was too general; paper seemed to vacillate between (1) the graduate's career education needs related directly to his university experience and (2) teaching career education in public schools. I thought the emphases of this paper would be on study of career education movement, not career education for graduate students themselves.	A good paper which a little reworking should make it an excellent document. Paper gives ideas to think about. Emphasis is placed on graduate schools planning programs in career education.	These implications would be more helpful if slightly reworded to relate directly to graduate teacher education; rewording would minimize excuses to say that these are tangential to us. Recommendation of Bell to develop a model career education program for graduate teacher education institutions should be changed to "models." Paper addressed two areas; it didn't deal sufficiently with the second: a. Career education needs for individual graduate student. b. Career education preparation needs for teaching career education.
	Paper lacked specificity, relevancy, documentation, examples, and suggestions. Paper is bland. Purpose of paper is unclear. Paper is not clear--too broad.	Paper is clear, concise, forthright, and understandable. It provides an overview of career education and basic requirements for graduate level programs. There was some documentation--perhaps it was not so scholarly as some may have wished. Diverse definitions are helpful in showing available range of interpretations of career education. Summary and conclusions section of paper is good.	Information presented is academic in nature. Many suggestions offered parallel those for public schools.
	Paper lacks proposed action except pp. 15-17.	Points on pp. 15-17 are good.	
	Paper provides no specific ways of implementing.	Paper establishes need and practical steps.	
		Bell's paper does speak to some of the game playing requirements.	

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[1] Data sources include group critiques of paper, individual critique notes, marginal notes of papers, and recorders' reports.

	Negative (-)	Positive (+)	Negative/Positive (±)
II. AUTHOR DIRECTED	Author of paper "puts down" trial-and-error method of learning. I see "trial and error" utilization as a potent technique.		
	Author chose not to or could not respond to vast array of graduate programs.		
	Author's emphasis upon career education for graduate students in teacher education simply implies to me the need for graduate teacher educators to feel they must create jobs for themselves.	Author justifies concept of career education.	
	Author does not develop career education needs concepts far enough--does not seem to go beyond the student's own personal career education needs to attain his degree.	Author is saying that students should be made aware of the games that must be engaged in to get the degree; then the student has the choice of whether he wishes to engage in game playing. In others words, the author is saying that the student needs to know what it takes to get the degree.	Author brings out the fact that "game playing" should be understood by one before a program is entered. I don't know whether game playing is good or bad.
	The author should not have limited the paper to what the graduate student in teacher education needs only for himself in his university endeavors.		
III. CONCEPTS DIRECTED	Career education is something to generate jobs for educators.	Career education is a call to get back to a basic mission of general education.	Career education institutes an action that synthesizes something. I don't know what the action is; I don't know what it synthesizes.
	Illustrations of career education application in elementary and secondary education described are not that unique in education.	Graduate teacher education needs in career education are to disseminate the notion in teaching, to understand the theory of career education, to keep abreast of career education developments, and guidance and counseling related to teaching and helping those they teach.	Career relevancy is not always simple to explain--e.g., Greek mythology. Students outside colleges of education are also applying pressure for career relevance in the education program.
		Career education is needed by all students at all levels.	

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	Negative (-)	Positive (+)	Negative/Positive (±)
III. CONCEPTS DIRECTED (Cont.)		Career education is needed on all levels.	
		Life roles are career roles.	
		Career education curriculum is considered to be an integrated, cumulative series of experiences designed to help each student achieve relevant decisions about his life and acquire increased skill in performance of his life role.	
IV. HIGHER EDUCATION DIRECTED	Graduate programs are basically games played--once we [graduate students] know the rules to the game, we "toe the line" to get out.	The author contends, I believe, that graduate teacher education preparation should be relevant to teaching--how to teach; let's not teach educators how to do research when less than 10% will be doing research.	Written and oral exams used in graduate teacher education are commonly used prior to exit. These are not so frequently used at master's level as at doctoral level.
	In-service continuing education versus graduate degree education is not discussed.	Motivation should not be necessary at this level.	The popular movement among students referred to as the "paper chase" is "playing games" to get your degree.
		Preparation of placement directors is about the only thing done by institutions of higher education.	
V. CAREER EDUCATION MOVEMENT DIRECTED	The "career education" idea on graduate level may be considered as pampering; this is not a teacher education problem, but one of the charges of "spoon feeding" by high status colleagues.	Feedback obtained from school systems and state departments of education regarding placement of graduates is good in selected instances of career education.	Both objectives should be met in meeting career education needs of students--(1) to help the graduate student select his program of study to prepare him for his career and to cope with that program and (2) to help the graduate teacher educator teach others about career education.
	Guidance component of career education should be addressed.		

Questions Raised by Participants

Definitions

1. What is career education? What am I being trained to do in career education?

2. If the experts can't agree on the definition of career education, why should I bother with it?

3. If all education is career education, why single it out with an adjective?

4. How does a career educator act as opposed to a traditional educator?

5. What is the ultimate outcome of being career educated?

6. What does the statement "career education puts it all together" mean?

7. Is career development a lot like career education? What is career development?

8. What data are needed? What is the power of the data?

9. What directions do the data indicate?

10. What are the needs in career education?

11. Reference was made in the paper to career education in which curriculum is considered to be an integrated, cumulative series of experiences designed to help each student achieve relevant decisions about his life and acquire increased skill in performance of his life role. How nice! Who is doing this, where, and how?

Priorities

12. What are the priorities for career education in graduate teacher education--inservice program? --graduate program? --preservice program?

13. Why might Bell's eight-step process for development of a career education program not be part of a preservice program?

14. Must we deal only with completing what is?

15. Should we not address what ought to be, as we consider career education needs in graduate teacher education?

16. How can teacher education graduates use career education models in school--where will career education in graduate teacher education take us after the degree is granted and how is it to be used?

17. Why do students engaged in advanced preparation for leadership positions in public and private educational systems need a more formalized program of career education?

raduate
ducation
eeds

18. Is the author's approach a stop-gap for graduate students who did not experience career education, or is it of sufficient depth for future graduate students?

19. Author states that there is need for a career education program for graduate students in teacher education to be given greater attention and possibly a higher priority. Why are graduate students in teacher education more important than students in business and engineering?

20. Do we deal with both felt and unfelt needs?

21. Are we looking at individual or institutional needs?

22. How is the awareness of need for career education addressed in the field? How is awareness started?

23. What is meant by "a career education sequence" as referred to by Bell in his quotation from Goldhammer and Taylor regarding the "lifelong and pervasive" influence that meaningful and rewarding careers offer. Does "a career education sequence" relate to the student's professional need or growth or to the student's training to be involved in career education?

Graduate
Teacher
Education
Needs

24. Requiring an emphasis upon research in preparation of teachers of teachers when most graduates will in fact teach--is this not one of the games to which the author is referring?

25. What about the legal problem of spelling out the real rules of the game in writing (for due process is not always there)?
26. Can't we do something about eliminating the games?
27. Is the inventory (assessment of graduate student needs through inventory and analysis) of academic or process needs--or both? Felt or real needs? Will the inventory/assessment be done by students or by teacher education administrators?
28. Can an analysis of jobs in which graduates are employed be competency-based?
29. How is career education information related to the community?
30. How does one illustrate career application?

Payment

31. Do working careers refer to paid employment?
32. Is career education at graduate level a credit generating activity? If not, how is it paid for?
33. How can one get career education paid for?
34. Does the economic factor make going through a doctoral program worthwhile?

Needs Identified

Definition

1. Definition of career education is needed.
2. There is difficulty in discussing graduate programs until career is defined/clarified.
3. It is incorrect to say that career education is going on in graduate schools of education--students are not learning how to teach about the world of work. We need, therefore, to address how one should begin.
4. A model is desperately needed.

Graduate Education

5. Placement of graduates should include records of where placed and responsibilities of position.

6. Bell suggests that students should have opportunity to become aware of research and advanced study opportunities; this is too late for master's and doctoral level students.

7. My university has a program designed for all students; it doesn't help me to be a better teacher, for required courses have emphasis upon research, not upon improving my teaching.

8. A basic need of graduate students is to learn skills--not to play games.

9. The author calls for the assessment of graduate student needs through an inventory of problems and an analysis of those common to greatest number of graduate students. This was addressed at AERA at a graduate student seminar--consensus was that the needs of students are to learn skills--not to play games.

10. Career education is definitely needed on the graduate level, for many attain a doctoral degree only to find that there is no job available for which one is trained.

11. At doctoral level there is need for a structure that has relevancy--that has carryover to a job or work situation. More is needed than some nebulous or historical facts.

12. Most graduate students are self-motivated when they apply for admission; they do not necessarily know the most appropriate matching of their aptitudes and their program of study.

13. Since most graduate students have had work (teaching) experience, author sees need of one from orientation to graduate study.

14. Details and processes are needed to develop a graduate level program in career education.

15. Needs outlined for graduate students in career education are no different from those of other graduate students.

16. Until institutions change, graduate requirements for a degree can't expect much change.

17. The more in-service activity in the field, the more pressure there is on the institution for doing something with graduate programs. The first two can go hand in hand. In fact, we do all three simultaneously.

18. There is need to provide greater options than now exist at graduate level relevant to student goals.

19. There is some understanding needed of why programs contain what they do.

Graduate Teacher Education

20. Bell's approach seems to suggest prescribing more specifics in graduate career education for teachers. This would seem mechanistic in approach. There must be allowance in the program for learning to cope with ambiguity.

21. Assuming that to learn skills is a student need, teachers must possess performance skills in order to help students to develop these skills.

22. There is need for teachers of teachers to get/be in touch with the state they are serving--be able to help others understand about various job situations. Develop skills programs to turn out people with degrees who can perform.

23. Admission to a graduate teacher education program should not guarantee an automatic degree. Performance criteria should establish the measure.

24. For those who are committed to their field and who are looking for skill training that will help them improve in their work, it is disturbing to find some institutions and/or some professors who permit game playing, manipulation, and personality to be criteria for programs outlined for individual students.

25. Career education training should be available in graduate teacher education but should not be required of all.

26. Universities having graduate teacher education programs should offer options within the core or program requirements. Options must be directed to the needs of students.

27. There should be some modification in graduate teacher education programs to realistically meet the needs of students, particularly for those who need an emphasis in teaching and instruction rather than in research.

28. Research statistics courses are a necessary entity for the Ph.D. or Ed.D.--if that type of degree is not needed, then one should look to other institutions which offer something different.

29. A valid kind of career education at the undergraduate level in teacher education is to provide program information which identifies the best graduate program available for special needs in graduate teacher education, particularly for those interested in pursuing graduate teacher education.

30. Graduate teacher education needs to address (career) counseling and guidance just as much as guidance and counseling about career education is needed for tenth grade in high school.

31. Needs in graduate teacher education:
    1. counseling for career education
    2. theories of career education
    3. career education models under development and experimentation.

32. An approach that could be pursued is to identify career education competencies that are needed in curriculum, instruction, administration, community relations, and the like.

33. There probably isn't one way to start. Decisions must be made regarding where to focus the effort--in-service for those employed in schools (in-service provided by public schools, higher education institutions, by whom?), a program organized within a college curriculum?

34. Preparation for administration in career education may have to be done especially.

35. The first priority now is in-service, since immediate demands are from teachers in school districts where career education is being implemented. In-service in graduate programs on campus is easiest impact at university level--there is usually greater flexibility for change here than in preservice programs. Third, the focus can be on preservice career education.

36. Much graduate teacher education may be irrelevant as it is now structured. It needs to be revamped with emphasis on human relations and world of work.

37. There may be need for understanding substantive content of graduate teacher education, its organization and process.

38. More emphasis on field related work or internships is needed.

39. There is need to suggest change needed in curriculum in graduate teacher education.

40. Graduate teacher education institutions must identify proposed action and/or programs which will have spin-off to LEA's.

Community College

41. Community college students need career education. Instructors for community colleges need to have career education background in undergraduate or graduate level--whichever source they are from.

Problems Identified

1. Participants should consider the fact that graduate students may not have a realistic idea of what they are preparing for.

2. Graduate student participants expressed frustration regarding relevance of graduate programs.

3. If career education were applied at this level, the number of prospective graduate students might decrease and fewer square pegs with Ph.D.'s would be trying to fit into round holes. The study of occupations in high school might reveal that many jobs thought to require a Ph.D. really do not.

4. I've heard it stated that we're not anticipating majors and minors in career education, that there will not be large sums of money for career education. If the focus is to be on in-service education, then we haven't addressed whether the need is in the form of courses, competencies within regular programs, or what.

5. Graduate schools ask for irrelevant information such as undergraduate grade average, and score on GRE to determine entrance rather than to determine where your interests and qualifications lie and for which area of development.

6. Most courses provided in graduate teacher education programs for the teacher, supervisor, or administrator are not what is most helpful to improve operation at the local level.

7. Convenience, cost, ease of admission, proximity to home may be criteria used for choice of institution rather than quality of program to meet individual needs. Problem could be turned around and point out that state may not have assessed local needs accurately; therefore, state may not have located programs strategically on campuses.

8. Part of the problem is that many graduate students attend an institution because of its proximity--not because it has a program which most nearly meets needs of student.

9. To rely upon in-service career education in the field is difficult; career education training must become a part of the educational system for students in undergraduate programs. Many community college instructors have work experience plus only a bachelor's degree.

Criticisms of Grant Venn Paper Entitled "Identification/Analysis of Problems Encountered in Planning/Implementing Career Education in Graduate Teacher Education Institutions"[2]

Negative	Positive
This paper was the worst of the three papers.	This paper was the best of the three papers because if offered something constructive--made recommendations and suggestions. It offered me practicality, raised questions to ponder, and provided data.
Paper smacked of missionaryism--biased presentation, which is the antithesis of good scholarship.	I am in general agreement with criticisms outlined in this paper.
This paper appealed to emotion rather than intellect.	Problems listed were all familiar to me--they didn't seem overstated. This is an excellent paper.
A conclusion that I drew from this paper is that career education will never be implemented by graduate schools of education because they are too stupid.	I don't attach the significance to having a standardized definition of career education that some do, I guess, because there are few other terms in education which are defined or have a single interpretation.
I developed the suspicion that career education has been purposely vaguely defined in order to gain political support of the many now-education groups who define it to their convenience. Then educators who are pressured to do something and don't know which plan or definition to implement are left to mercy and ridicule of all.	The concept of career education cannot possibly threaten institutions of teacher education because the concept is not clear in what has been written. This paper provides the framework for planning a graduate level program in career education.

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[2] Data sources include group critiques of paper, individual critique notes, marginal notes of papers, and recorders' reports.

Negative

His (Venn's) perception of the condition of graduate teacher education, I felt, was understated.

A serious mistake has been to leave deans of education out of the thinking and dialogue of the career education movement for about three years.

In one institution the dean would have been delighted to turn over career education responsibilities and leadership to vocational education.

We haven't done a good job of selling career education.

In Venn's paper, the section of recommendations and implications, the understanding of philosophy, practices, purposes of career education as a prerequisite for those preparing for leadership has not been made entirely clear yet.

My reaction to this paper is that it turns off teacher educators and supports positions of those who reject career education.

One could supply an equally valid set of assumptions or hypotheses to those posed in the paper and come to completely different conclusions. In the absence of data, any idea with face validity flies.

Positive

As a tool, Venn's paper gives me a position within which to deal with attitudes.

I like this paper. It addresses specifics pertaining to my institution; it provides possibilities for getting some things moving in the proper direction.

As I return to my institution, I take the perspective that I should say, "Wait a minute, folks; there is something here that is worth looking into."

The section of this paper dealing with supporters of career education is a good one.

Venn has dealt with the topic very well.

Venn deals with the life cycle as the educational base and provides implications of this for society.

Venn's paper was very challenging--provides information and basis for planning programs, projects, or curricula; gives justification and documents philosophy; states problems and possible solutions.

I learned a lot today from discussions of the papers--I can't wait to return to my state.

I was requested by my dean to return with anything that might give direction for the school of education to study and implement; I believe Venn's paper has supplied something our school can use.

Negative	Positive
Little, if any, planning is included in university programs probably because of their being research and traditionally oriented.	Venn cites reasons for lack of career education involvement by graduate teacher educators.
Venn did a thorough, relevant analysis of career education problems in professional development; however, there does not appear to be any indication that there is as dire a need to provide this training for those teachers already in the educational scene.	The fourteen points of Venn's paper provide direction for study and implementation. It doesn't matter whether the dean understands career education any more than he understands math education--what is important is whether the information provided is useful and helpful.
First half of the Venn paper is too negative.	Venn's paper did not offend me. It brought out problems that exist; his fourteen points can be discussed and give the basis for our ideas regarding what we'd like to propose.
State departments of education and private agencies are continually taking over the role of in-service--in most cases not asking teacher education to participate.	
Venn indicates support by industry but there is no mention of involvement of community support.	It is particularly helpful that graduate students are here to react to ideas and programs discussed.
I would question parts of this discussion of career education as a part of all of education.	This paper provides an excellent overview of the importance of career education as part of all education.
I do not agree that work life and private life in an agricultural society are synonymous. One's private life may have more stability than one's work life.	
"Career education has become a significant approach to the individualizing of education for everyone" is an overstatement.	Venn objectively recommends methods and organizations by which to change present graduate teacher education programs.

Negative	Positive
	Venn indicates an understanding of the status of career education within graduate teacher education.
	Venn provides substantive plans for involving graduate teacher education in integrating career education in ongoing programs--he suggests the essential first step prior to suggesting/demanding change.
	Paper allows for planning at all levels and presents suggestions for involvement needed; indicates enormity of task and mandates cooperation of all, if career education is to be implemented in all educational areas.
Venn's examination seems fair, but it could upset many university people because it starts off creating a very negative view and later points out reasons for "lack of action."	Recommendations of Venn are good; there may be additional pertinent ones. Many suggestions were viewed as sound.
	This paper could serve as a tool for implementing programs at own schools or for discussion purposes.

Questions Raised

1. Is there some body of knowledge or some form of training in career education that should be implemented for graduate education programs?

2. Is it the intent of the Venn paper to provide items/ideas to "pick at" and to make educators defensive?

3. What is meant by the technological society?

4. Whose fault is it that the vast majority of educators in graduate teacher education institutions has yet to become aware of the concept of career education let alone consider its implications for the work of their institutions.

5. Why must our schools take on responsibility for career education? In England, career education is a function of society--not the school.

6. Which definition of career education is Venn using in his statement, "Career education has been accepted as a viable alternative to improving education by many segments of society?"

7. Venn indicated that career education ". . .integrates and individualizes the utilization of knowledge and skills by providing individual career planning, experiences (especially work experience) which test one's knowledge, skills, and plans in the real world and finally provides for a transition process from the schools into the adult world by matching the individual with an entry work role that is consistent with his knowledge, skills, and plans and which provides opportunity for continued learning and growth." How does this concept apply to graduate teacher education?

8. Why doesn't the author mention that institutions will sell their souls to get federal money and that that is one of the things going for career education?

9. Why are the career educators such poor teachers that they can't get us to understand?

10. Why don't you change the strategy of selling career education?

11. Venn has stated ". . .in a technological society one's work life is highly related to his private and public life." Why is this any more true for technological society than for any other?

12. University climate is such ". . .that graduate teacher education faculties can't see 'pay off' to introduce career education. . ." How can one provide "pay off"?

13. Do we know the career education competencies that are needed?

14. Do universities have qualified personnel to teach career education concepts, philosophy, implementation, and evaluation?

15. Of what value will graduate teacher education preparation be if it is not useful to the student?

16. Who wants training in career education--school systems, communities, teachers (current and future), or the like?

Needs Identified

1. We must find a way to bridge the gap between graduate teacher education and local school district needs in career education.

2. There is need to have a well-thought-through selling strategy for career education.

3. There is need to provide in graduate teacher education relevant career education preparation, such as internships, on-site visitations and participation, working with businessmen, awareness of job placement factors, wide varieties of roles--roles of state departments of vocational education, and the like.

4. You must first sell career education to the leadership of graduate teacher education.

5. If you can't sell career education, you need to require it.

6. There is need for people to change; then education can change.

7. Don't postpone a beginning just because one can't accomplish everything one would wish.

8. State departments of education should examine certification requirements in terms of competencies required in career education by graduate teacher education institutions. This is appropriate also at undergraduate level.

9. Teacher education institutions need to take a good look outside of university walls into realistic real-life situations.

10. Career education is a necessary part of the current educational system of public education; therefore, professional development of teachers is needed in career education.

11. We should take a better look at what is in the real world in terms of receptiveness to career education by school systems. School systems must be receptive to career education.

12. Career education should be defined on a national level so that training programs can be directed toward like goals and at the same time be flexible to accommodate specific local objectives.

13. Programs should be in-depth rather than "once-over" in nature.

14. Graduate teacher education should meet career education needs of students by doing a variety of things:
    a. providing competent professors to teach career education,
    b. recognizing value and worth of fields of endeavor outside research and tradition,
    c. determining desired scope of career education, and
    d. requiring university personnel to spend time in the real world to identify real teacher needs/competencies.

15. Career education should be a part of any college program at undergraduate and graduate level, since career education is a "cradle to grave" concept.

16. Constraints of career education should be examined in greater detail.

17. Alternative actions such as possible proposals for state and federal support should be considered.

Problems Identified

1. A major responsibility for lack of involvement of graduate teacher education in the career education movement lies unfortunately with the federal government and state departments of education who have overlooked the role of graduate schools of education in implementation of career education in schools of the nation. Most deans of colleges of education have, therefore, very little if any experience in preparation for career education.

2. There is credentialing for more than teacher education, such as dentists, auto mechanics, TV repairmen, doctors, lawyers, and the like; however, the author points to credentialing as a fault of teacher education, as if it might be the only such institution suffering with this ill.

3. It is true that higher education teacher preparation institutions have been misled and ignored as far as federal funding goes. Two years ago at the conference of Deans of Education at The Ohio State University (USOE representatives Don Davies, Sid Marland, Bob Worthington, and others), we were told by USOE officials that teacher preparation programs would be funded. Guidelines were to be disseminated within six weeks. Instead, within six weeks, guidelines never came out and programs were never funded.

4. Now there is the problem of determining the strategies to be used within the college to get total college support for program(s) focusing on career education.

5. Much of the leadership in graduate schools is unaware of what is taking place outside. Such a situation means that programs of career education in these institutions, if they develop, will come from outside pressures and directions. The preceding problem is viewed as a very real problem.

6. A problem in need of attention is the staff reward system which provides recognition for research, publishing, service with teaching usually given lip service but not rewarded.

7. Status, prestige, and power in the university are held by others than the graduate school of education, a fact that is a problem to the acceptance of career education in graduate teacher education programs.

8. Money appropriated for career education could change the problem area of graduate teacher education institutions seen by many legislators and citizens as the major blockage to improved public schools.

9. The concept of career education serves as a threat to most institutions--not only schools of education but entire institutions with the "liberal arts" orientation.

10. One can't require career education effectively if one is not convinced philosophically of the need.

11. Traditionally, programs seem to be forced programs of study for graduate students rather than programs suited to the needs of the student.

12. Few incentives are offered to teacher educators to pursue development of career education.

13. Isolation of graduate teacher education is a problem which must be dealt with before any plans for changing programs can be realistically carried out.

CATEGORICAL LISTING OF COMMENTS FOR TASK ONE (1)

Issues

One purpose of education should be directed toward work.

Specific areas (if any) for which graduate internships should be offered need to be clarified.

Decision should be made as to who should take leadership responsibilities for career education in teacher education institutions. Should the movement progress from implementation by departmental faculties or should it be mandated by the deans of colleges of education or state departments of education?

Discussion on where one should seek most satisfaction in life.

Career education should shift focus from quantity of life (which the job ethic encourages) to quality of life.

Career education should deal with political awareness; relationships skills; more involvement of consumer, business, industry personnel and community personnel.

Career education should be more than vocational education and more than skill and knowledge training.

Career education concepts focus on the work ethic.

Problems

Concern regarding the shared responsibilities and expectations of teacher education institutions

Rationalization of what courses/subjects should or should not be applicable to a vocation

Discussion of the legal implications and problems in providing career education experiences outside the school building

Lack of a cooperative effort among institutions of higher education, business/industry, and community personnel in implementing career education programs

Lack of use of advisory committees in planning/implementing career education

Concern regarding the constant overload of institutions of higher education personnel, especially when additional responsibilities are mandated

Questions

What kinds of staffing policies should be developed?

Should there be a career education department?

Should there be career education specialities within institutions?

Should teacher education institutions attempt to be all things to all people?

Would career education make progress in teacher education institutions if deans did not coordinate, mandate, or assign leadership responsibilities?

How does one operate from the dean's level regarding career education?

Do teacher education institutions respond to the career education inservice request of teachers and community representatives?

Are teacher education institutions expected to work directly with public school systems?

Should recruitment of career education staff become part of the regular assignment or an overload in teacher education institutions?

Should there be career education centers?

Needs

To develop flexibility in graduate teacher education programs to provide broad career education experiences for graduate students, especially field experiences

To integrate graduate career education course(s) into the curriculum

To cause interest and involvement from all sectors of the university community concerning the career education movement and the development of career education approaches

To provide a liaison person(s) for communication between public school personnel and business/industry personnel, as well as other available resources

To make available to the liaison representative(s) by school system personnel, an organized outline/plan concerning the what's, why's, who's, when's, where's, etc., of every field trip/visit to be made to various sites

Needs (continued)

To make available to the liaison representative(s) by business/industry organizations, an awareness of the purpose, product and experiences to be gained from such organizations for the purpose of insuring that student needs are met

To adequately consider the leisure component of the career education concept

To appoint more and stronger advisory committees to alleviate some of the problems of career education

To increase student participation in planning/implementing career education

Recommendations

Incorporate enough flexibility in graduate teacher education programs to provide broad experiences for graduate students before entering the school system

Offer at least one graduate course in career education to provide awareness and a knowledge base from which graduate students can build and grow

Involve multi-disciplinary departments/schools in developing university career education approaches

Establish more career education advisory committees

Provide more community involvement in career education programs and utilize community resources. Allow implementation of career education program to be a community cooperative effort

Assign leadership responsibility for career education to college of education personnel, but not necessarily to the dean of the college of education

Make job satisfaction and job competency the central forces around which one builds instructional programs, because most other aspects of life (religious, political, recreational, etc.) are based on economic growth and status

Involve more students in decision making activities, especially concerning job opportunities and placement

Assign leadership responsibility for implementing career education to those personnel who were not involved in the initial planning and study, to determine the college of education's role in career education

Allow the dean of the college of education to appoint coordinating councils or ad hoc committee, clearly expressing her/his commitment to the movement

Recommendations (continued)

Provide pilot testing to set the pattern and stage for continued career education activities before any policy decisions are made and format designed concerning inservice programs

Appendix J'

Workshop Evaluation Data
and Analysis Report

FIG. 1 THE EXTENT TO WHICH PARTICIPANTS PERCEIVED THE WORKSHOP TO SUCEED IN ACCOMPLISHING WORKSHOP OBJECTIVES

FIG. 2 PARTICIPANT JUDGMENT OF DEGREE OF EFFECTIVENESS OF WORKSHOP TECHNIQUES

FIG. 3 THE EXTENT TO WHICH PARTICIPANTS FELT THEIR NEEDS WERE MET IN SELECTED WORKSHOP AREAS.

FIG. 4 LENGTH OF FUTURE SIMILAR WORKSHOPS RECOMMENDED BY RESPONDENTS

LISTING OF ALTERNATIVE WORKSHOP TECHNIQUES AND STRUCTURE OR FORMAT

LISTING OF STRENGTHS AND WEAKNESSES OF WORKSHOP

VALUES OF WORKSHOP TO ME, INDIVIDUALLY

VALUE OF WORKSHOP TO THE CAREER EDUCATION PERSONNEL DEVELOPMENT MOVEMENT

MOTIVATION(S) OF WORKSHOP

Figure 1. THE EXTENT TO WHICH PARTICIPANTS PERCEIVED THE WORKSHOP TO SUCCEED IN ACCOMPLISHING WORKSHOP OBJECTIVES

Objectives	DEGREE MET				Total No. Respondents
	Not at All (0) %	Somewhat (1) %	Adequate (2) %	Quite Well (3) %	
1. To provide opportunity for participants and staff to get acquainted informally.	0	11	28	61	18
2. To outline for participants purpose, directions, procedures of workshop.	6	39	39	17	18
3. To critique Keller paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, etc.	0	19	31	50	16
4. To critique Bell paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper, etc.	0	44	22	33	18
5. To critique Venn paper by identifying problems, issues, questions, areas of consensus/differences, rationale, implications, relationships to conceptual framework of Keller paper and to Career Education needs of Bell paper, etc.	0	11	44	44	18
6. To summarize/evaluate Group Critique Sessions; to project data gleaned which is relevant to tasks for next day, to determine ways that graduate teacher education can more [illegible] meet needs of students.	6	47	35	12	17
7. To consider ways for improving participant involvement.	7	36	43	14	14
8. To identify ways in which graduate teacher education programs should meet career education needs of students.	0	63	31	6	16
9. To identify changes required and ways to bring about those changes in graduate teacher education programs for meeting career education needs of students.	0	56	22	22	18
10. To develop guidelines for change in graduate teacher education to meet career education needs of students and the implications of those guidelines for personnel development in graduate teacher education institutions.	13	37	37	13	16
11. To summarize and evaluate findings.	6	50	31	13	16

Figure 2. PARTICIPANT JUDGMENT OF DEGREE OF EFFECTIVENESS OF WORKSHOP TECHNIQUES

Technique	Effective				Total Number of Respondents
	Not at All %	Somewhat %	Adequately %	Quite %	
1. Papers written specifically for workshop.	0	65	18	18	17
2. Written papers provided in advance of the workshop.	0	41	18	41	17
3. Work/interaction in small groups.	0	0	47	53	17
4. Student panel for student need paper.	12	29	35	24	17
5. Total group sessions for sharing results of small groups.	0	6	61	33	18
6. Two evaluation sessions	0	33	56	11	9
(a) Individual (Three Papers) written response--end of first day.	0	42	42	17	12
(b) Discussion for session improvement	8	8	58	25	11
(c) Final session.	0	23	38	38	13
7. Recorders' Reports	0	14	64	21	14
(a) Oral	0	20	60	20	15
(b) Written	0	27	55	18	11
8. Report of objective responses tallied--beginning of second day.	38	12	25	25	8

Figure 3. THE EXTENT TO WHICH PARTICIPANTS FELT THEIR NEEDS WERE MET IN SELECTED WORKSHOP AREAS

Selected Workshop Areas	Extent to Which Needs Were Met					Total Number Responses
	Not at All (0) %	. (1) %	Adequately (2) %	. (3) %	Quite Well (4) %	
Pre-Conference Information	0	20	40	27	13	15
(a) Telephone	0	13	53	20	13	15
(b) Written	0	13	40	33	13	15
(c) Guidelines for Critiques	0	27	20	27	27	15
(d) Format for Critique Notes	0	24	12	41	24	17
Registration Procedure	0	0	39	17	44	18
Accommodations						
(a) Rooms	0	6	25	13	56	16
(b) Transportation (local)	0	11	17	67	6	18
Informal Reception	0	0	20	47	33	15
Meals	0	0	18	27	55	11
(a) Non-conference	0	7	21	14	57	14
(b) OSU Golf Course	0	0	33	22	44	18
(c) MCL Cafeteria	0	6	13	31	50	16
Meeting Facilities	0	0	22	17	61	18
Building Tour	8	15	38	8	31	13
Length of Workshop Day(s)	0	17	22	33	28	18
Free Evening	7	0	20	20	53	15

Figure 4. LENGTH OF FUTURE SIMILAR WORKSHOPS RECOMMENDED BY RESPONDENTS

Recommended Length of Workshop	Respondents	
Day(s)	Number	Percent
1	0	0
2	7	54
3	3	23
4	2	15
5	0	0
6	1	8
TOTAL	13	100%

LISTING OF ALTERNATIVE WORKSHOP TECHNIQUES AND STRUCTURE OR FORMAT

Part D, II: List below alternative workshop techniques and structure or format which you would recommend if a similar workshop were to be held.

It would have been better to persist in small groups for first day--even change the groups for afternoon. We didn't know each other well enough for profitable large group discussion although it wasn't bad. I would like to have known more about the participants and your rationale for including them. Perhaps the latter is not fair--but I was starting from scratch with all of them and people tend to be too modest introducing themselves--hearing the status of career education in each school would have been helpful. One spent a lot of time trying to figure out from what position or experience a participant was speaking. Maybe wine and cheese end of first day? I was full of unanswered questions.

Small groups should be a variety of personnel in the schools--not all belonging to one specific area.

An introduction--1-2 hours--several speakers to define role--spell out what career education is--who's doing what--where? Have participants who are involved in career education at all levels develop papers-approaches--then have others respond to these if they are specific rather than general in nature.

Two-hour small group discussion of each paper.
Two-hour total group summary for each paper.
Two-hour total group session involved in formulation of conceptual framework.
Two-hour small group sessions to identify tasks inferred from previous sessions.
Two-hour total group summary of tasks and establishing priorities.
Two-hour small group discussion of guidelines (what is being done and what should be done).
Two-hour total group discussion of present activities or programs.
Four-hour total group summary of guidelines contributed by each group and evaluation of each in a conceptual framework.
Two-hour evaluation of workshop.

Use facilitators to keep group on topic or objectives of task.
Brainstorming might be effective--then categorize into subjects or areas for expansion. This would allow zeroing in on objectives.
Possibly use more individuals who are experiencing the problem being identified. This may mean coming up from the bottom. Once items are identified then bring in those who are actual change makers/agents.

Need to get the papers well ahead of the scheduled meeting.

More specific tasks to be performed with outcomes known well in advance.

Commissioned papers are not adequate unless they present specific action.

Should have those with experience in career education come in to assist in planning topics.

More structure around skills needed to develop career education in local school districts.

Small group discussion of all papers and issues prior to large group meetings.

Include fewer (perhaps no) educators, more real humans. Perhaps it would be less like for "make-work" field for educators.

Each group such as deans, graduate assistants, teachers, could present their ideas on career education programs to the group. In this manner each could share ideas with one another, and improvement could be made on each set of ideas to help one finish the product.

I can think of none. I felt the meeting was well planned and the workshop leaders provided flexibility when it was needed.

Have one and a half days of work, then an afternoon and evening off, and another day with more time and suggestions of things to see and do.

Because of the varied backgrounds of the participants, I feel that a structured format would have been more productive (the first day at least).

There ought to be more definition as to the nature of proposals being advocated. The "experts" ought to be present for a critique of their efforts.

Have presenters present.

LISTING OF STRENGTHS AND WEAKNESSES OF WORKSHOP

Part D, III, a: This workshop's strength(s) was/were:

Getting to know and reacting with the group--fascinating group of people who have accomplished a lot--the small groups and lunches were most productive. The "arrangements" re: agenda, transportation, room and facilities, were unusually good. Sorry missed reception.

Small, diverse background.

Opportunity to discuss topics was provided adequately to all participants. Good, free-for-all exchanges.

The varied backgrounds of the participants.

Opportunity for interaction among participants.

Flexibility of leaders.

Well planned.

Diversity of group philosophy(ies).

A well organized program; good information to the point; groups were organized and helped make the program interesting.

Bring together diverse views.

Good choice of participants, representative of broad spectrum. Provision for group input to planning.

Good atmosphere which encouraged individual participation. Obvious prior preparation and planning. Good cross-section of participants.

Opportunity to visit with teacher educators and discussion of their problems.

Good diversified group.

Total involvement of the group. Quite a diverse group. Knew no one when I arrived. Graduate student involvement; excellent.

The Director was most cordial and accommodating.

Get acquainted meeting, OK; good environment; coffee and not structured too much; good lighting; ample space to move around; convenient location (first floor); software provided; software conveniently packaged; participants were amiable; freedom of movement; sufficient break intervals; process allowed equal participation by all; materials reproduced; no expenses to participants due to involvement; luncheon arrangements provided no waiting; good quality of meals; allowed self selection of problems.

Small group work sessions and total group summary of these discussions. There weren't enough small group discussion sessions.

A time to share concepts and to learn what is being done elsewhere to bring career education into the schools.

Part D, III, b: This workshop's weakness(es) was/were:

Inadequate time (preparation on part of participants and time allotted for small group discussion of each paper).

Time.

Reactor papers could have been more specific (Keller, Bell). Group composition might have been more representative of those who feel the need and can identify it; maybe at this meeting there could have been less hierarchy representation Bring them in later (another workshop) to assess and recommend what and where of changes.

The papers.

The lack of a good introduction and setting the stage. Lack of a group of people who knew what the topic was. The time frame.

Discussion leaders, first small group session not experienced enough to get the most from the group.

Outcomes too vague for specific input.

Lack of predetermined goal(s) of workshop prior to workshop. (Too many tasks.)

Too many testamonials; they belong in missionary meetings, not in intellectual discussion. We might well have switched groups during the second half of the second morning.

Structuring on the basis of group needs gave impression of lack of organization. Purpose, directions and procedures were not always clear from moment to moment.

The focus on work as defined as job.

There was need for more structure and information on what the finished product should be.

Not enough time for the diversity.

Participants needed firmer foundation!

Too many people uninformed about career education.

Lack of direction (i.e., the topics under discussion leaped back and forth).

Uncertainty about the basic theme of the workshop. Lack of appropriate inputs from minority group persons.

Presenters not present.

A couple of papers--were weak and perhaps we should have tried to build a consensus on the topic they addressed rather than criticize their paper. The student's position didn't seem to jell--perhaps they didn't have time--seemed individual comments. The middle evening was a loss for me, but may be my fault. For such a short workshop--I think time is wasted in trying to get consensus on procedure--it's better to tell the group and spend time discussing. The group seemed to feel they wanted to do what you wanted us to and weren't always clear what that was.

VALUES OF WORKSHOP TO ME, INDIVIDUALLY

Part D, IV, a: This workshop experience was of value as follows (a) to me individually:

I learned a lot from several participants about how they were proceeding with their programs. I think I learned some new ways of describing the process of establishing what career education is! Fundamentally, it also became clear that money talks and if administration will allot someone time or small piece funding, those are programs that have moved. I thought Venn's paper was outstanding and glad I had opportunity to read it.

Meet individuals currently planning or having career education programs at institution of higher education.

I learned a good deal as to what career education is not and was forced to develop my own conceptualization of the theme. Also, the inputs from others in some cases were helpful.

I thought that I had "career education" properly labeled and filed away; since the conference I have discovered my idea of "career education" needs much more research and thought.

Heard new ideas.

Certainly a new concept for me--I was surprised so much is being done elsewhere. Valuable look at a new area.

Discuss with other educators the:
merits of career education
re-evaluate career education and justify
some ways others were handling career education projects.

Because I had the chance to meet educators, deans, and students from other areas and exchange ideas, it helped me to understand some of the problems of the teacher education programs over the country.

Helped me personally define career education.

Met some interesting people. Learned that career education is more widely misunderstood and controversial than I had thought.

Raised questions with which I must come to grips.

More knowledge of teacher education. Discuss career education development with other states.

Caused me to view others who have different perspectives.

Broadened my knowledge of diversity of concepts and ideas. Really got to know a lot of different people.

Acquainted me with some new developments around the country.

Input of ideas; provided socializing; experiences to meet a diversity of individuals; provoked thought relative to tasks; broadened my views on student needs in career education; provided opportunity for feedback from each group; allowed me to assess workshop technique; showed that individuals from all levels of education involved were concerned with problems.

Broadened my perspective as an educator.

As a doctoral student, I have been too narrowly focused on a specialization. This workshop woke me up to my responsibility to a broader and more encompassing educational concept.

To clarify career education in my own mind and to reemphasize the need for it in the educational system. Provoking--gave much food for thought.

VALUE OF WORKSHOP TO THE CAREER EDUCATION PERSONNEL DEVELOPMENT MOVEMENT

Part D, IV, b: This workshop experience was of value as follows (b) to the career education personnel development movement:

I felt that addressing the personal career education needs of graduate students was a mistake--and prevented us from addressing the issue of graduate students in education as key people in the personnel development movement in career education. I feel this is VITAL and I do not see graduate students addressing the issues. I felt none of the graduate students at workshop--all in education and related fields, had yet been exposed to the issues; the workshop was their initiation--and this is the root of problem.

Listing for me some of priorities for graduate personnel programs, i.e., in-service for school employees, in-service for college personnel, preservice for regular students.

There is a desire to move for reform without the development of a well thought out plan for what the reforms ought to embrace.

The training of leadership personnel is vital. If this brings us closer to that, there has been worth.

I don't think too much was accomplished as far as recommendations from the group. However, I felt many had an opportunity to explore ways of working with career education "ideas" within their own institutions.

The need for career education programs in colleges. The need for occupational information on the graduate level.

I do not see the workshop itself (i.e., the process) being of a great deal of value to the "movement" (Is there a movement?), since only 20+ people were affected. The products of the workshop, however, if disseminated widely, might shed some light on ways to get a movement started.

After 3-4 years, teacher education has failed to "grasp" the concept and assist local schools in the development of career education. Leadership is coming from grass roots level.

It depends on what comes back to us as individuals from the summary of the workshop.

I doubt if very much information or new approaches will be/were generated as a result of this conference.

My feeling is that an insufficient amount of the desired input was actually realized. This is based on the oral summaries. Lack of input for identifying graduate teacher needs may be an indicator that the group composition should be analyzed.

Identified personnel development needs in a total perspective rather than the more visible components of teaching and counseling.

It brought new or fresh ideas to mind and has perhaps begun thinking on the need to implement these concepts into the graduate schools.

MOTIVATION(S) OF WORKSHOP

Part D, V: This workshop has motivated me to do the following:

Investigate possibility of funds. Implement in our program more career education drawing further on community resources.

Become more knowledgeable in ongoing programs in career education. To investigate the political environment of career education in California.

Investigate career education programs in California:
what is being done
what needs to be done
what can be done and how.

Take a closer look at career education; try to determine where it varies from current practices, how, why and to what degree. Are there enough differences to foster support for the change being called for. Realistically look at who might want to be involved in this change. Determine where the problem lies; who best can identify it; to what extent is it a problem; at what level of administration can it be handled or resolved; to what degree is it a problem; to what degree can it be rectified; what problems might arise in the process of implementing career education.

Evaluate our EdD and EdM programs for possible modification to include career education as a course or "thread."

To try to plan a strategy to get the career education movement more in the mainstream focus of the college.

Refine rationale. Promote graduate program development.

Continue to look at strategies for developing a preservice and in-service program at the teacher education level. To reinforce my beliefs for continued commitment to the concept of career education.

Investigate need for and status of career education in Ohio--and from there.

Nothing yet, but I'm thinking about an article on career education for the popular reading market.

Look for ways to open up or widen the scope of career education.

Carry this information back to my institution. Write a report of this information for the graduate teachers.

Work with teacher training institutions in my geographic area to provide career education classes in their institutions.

More reading, hope to discuss with University staff, implement some ideas I gleaned in my personal career.

To improve relationships between local schools and teacher education institutions--there's hope.

To assimilate much of my thinking and efforts as an educator into the overall concept of career education.

Continue in my efforts for career program at our institution: ISU!

We are in midst of competency basing our teacher preparation programs and I intend to see to the extent of my minor influence that some competencies relating to issues of career education are included. I feel that teachers going into schools need to be appraised of these and at the moment nothing is being done. (I had checked with dean before coming to workshop to be sure!)

Since coming home, I have been over and talked to director of Career Education Project in City School System--(Life Centered Curriculum to be piloted city-wide elementary this fall) to see if there is any communication with School of Education and she said no--now what to do? I don't know --feel like a fired-up engine with no where to go.

There is nothing much more I can do without time and/or money. There is no indication of any such for career education from school of education faculty and present top administration. If $'s for a faculty research project or funded workshop for graduate students from outside--think latter all more open than graduate faculty to new notions--perhaps by someone who has a success experience to share--faculty might be open to a top person. The sad truth may come too late when no one wants our grads!

Everyone is currently very tied up with trying to competency base and redesign whole teacher preparation programs and that seems to take all extra time.

I am committed to the idea of career education in its broadest interpretation (not vocational) but have little power as a part-time faculty person. I was perhaps a poor choice from your point of view for making future inroads on personnel development. I was, however, greatly stimulated, thoroughly enjoyed the group--wish I could have made a greater contribution.